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The A. T. A. Magazine



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Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XII.

EDMONTON, MARCH, 1932

No. 7

THE NEW EDUCATION IN GERMANY

Mary A. Jackson, B.A., School of Education, University of Alberta

THE striking feature of Germany before the war, was the country's lack of unity caused by the variety of the individual life of the people. This has always caused the German character to be personal, individualistic, with a minimum of community spirit. Germany has been well described as—"not a great nation, only great men,"—who down through the centuries, have impressed their personalities and their genius upon the world, although they may have been described as highly educated, aristocratic and subjective men under the influence of classical humanism. It is important to understand that whatever influence has been brought to Germany—the philosophy and education in the inheritance of classicism, Christianity or the new science—it has been interpreted anew by the creative power of the Germans themselves.

Before the Great War there appeared the tendency to change from division into peoples—to union—and from stimulation of thinking by classical and foreign thought, to the development of an individual culture. Unlike Italy, this individual culture is sought in a rebuilt Europe.

The Character of the German as it Influences the Educational System

Goethe describes this as the "dullness of the Nordic Mind." Yet the dullness may be that trait which seeks to hide its never satisfied restlessness and searching for ultimate values: he knows not how to make a game of life, taking the dross with the gold; he is never satisfied with mediocrity. The total result is a marked seriousness in attitude toward life: "The German has not yet been able to isolate education from the indivisible whole of his life"—"the attempt to let the whole of life determine all the details of life, an intermixture and entanglement of everything with everything, lends to our cultural achievements a heaviness, a lack of lucidity, and clearness, which repel Latins. "But it also provides the Germans with depth, productivity and a power to stimulate, which makes it possible for the world to draw on them again and again.

In Germany, education has always remained a value in itself: it is its own end—never limited, standardized, conventional nor conforming to type. The last Reform under the Socialist Party was guided by the spirit of educationists, not politicians. Thus we see that individualism and diversity characterize education there. Yet it is never separated from life as a whole or from uni-

versal and ultimate realities. But strangely enough there is a conflict between the psychological, eternal longing and the discipline of achievement, which results in a reaction consisting of exaggerated method, specialization, abstract dogmatism and unnatural rationalism. Education in itself does not create values; the purpose of education is to develop man's state of being educated, which is to develop a desire to find values.

The new system seeks a balance of authority and freedom, of guidance and self-determination. The old characteristics are carried into the new reform. As a result of the war, there is a development of national self-education, the basis of political and moral reconstruction. Foreign ideas are welcomed but are influenced by German thought and tradition. The beginnings of the Reform before the war and the influence of the Youth Movement sought to eradicate mechanism, positivistic intellectualism and substitute personalism, humanism and emotional development of the whole personality but, however, with a note of mysticism, and inspirational teaching. Education thus becomes more like actual life. A new ideal of education has arisen—the full development of harmonious all-round personality, ready to serve the community.

General Structure of the School System

Fundamentally, the general structure has remained the same but a new attitude is noticeable since the War. The Reform calls for greater unity but the variety of schools gives a more elastic type of education. The danger here, as it would be in Canada, is the lowering of the standards. The following types of schools and their characteristics might be noted:

1. Kindergarten. It is strange that the Kindergarten has developed more in England and United States than it has in Germany, the home of Froebel.

2. The New Grundschule makes education compulsory for three or four years for all; is co-educational and has had a solid influence in the movement to abolish private class schools.

3. The Volksschule has four years of upper grade work plus three years evening vocational and trade schools which give an opportunity for adult education and the preparation for trades. Vocational schools are of really modern creation.

4. The Gymnasium. These Secondary Schools are the back-bone of German Education. Some have very old traditions; others are creations of



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Revised Prices on Educational Texts

There have been several changes in price on our educational texts within the last month or two, so that it seems wise to run a list of these with the prices now prevailing, as below. There has been a reduction in price in each case where an asterisk appears.

*CANADIAN COMMERCIAL GEOGRAPHY—	
By Neil Morrison	\$.80
*BUSINESS LAW—By C. E. Walker80
TEACHERS' MANUAL IN BUSINESS LAW—	
By C. E. Walker	1.00
BUSINESS CORRESPONDENCE—	
By Edward and Ferguson75
OFFICE PRACTICE—By Edward and Gregory85
ELEMENTARY VOCATIONAL SCIENCE—	
By Allen and Ferguson	1.00
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By Allen and Ferguson30
CANADIAN WRITING SCALE—By Oates25
ELEMENTARY TYPEWRITING COURSE—	
By W. G. Edward25
ADVANCED TYPEWRITING COURSE—	
By W. G. Edward60
*RYERSON BOOKS OF PROSE AND VERSE—	
By Lorne Pierce and Arthur Yates—	
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Book II55
Book III65
THE STORY OF CANADA—	
By Wrong, Martin and Sage35
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THE CANADIAN BOOK OF GAMES

By W. G. Brandreth.

Prepared by one who is thoroughly familiar with Canadian conditions, this volume, which we believe is superior to anything of the kind formerly on the market, covers ground every teacher of an ungraded school, every teacher of physical training, every gymnasium instructor, will want. A strong feature is the illustrations, photographs from actual games in the author's own school and series of motion pictures showing games in progress. **\$2.50.**

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the reform. They are characterized by strict discipline and no co-education. They are of four types: (a) The Humanistisches Gymnasium carries the ancient classical tradition with a blending of a new spirit: the classics are still the main studies but they give an interpretation to German present-day life. (b) The Europaistisches (Realgymnasium) emphasizes modern languages and seeks to advance a European Kultur or civilization. (c) The Oberrealschule or Mathematisch-Naturwissenschaftliches Gymnasium is modern also and aims to give methods of mathematical and scientific thinking. These three schools give nine year courses but each offers a condensed course of six years. (a) Deutsche Oberschule—a new type since the war seeks to advance German Kultur. Much time is given to German Language, Literature, Philosophy and Art. It has the effect of leading away from overstressed individualism. The several schools differentiate in the last years and up to the age of fifteen one can transfer.

5. An important type of school is the experimental Aufbauschule. Pupils of exceptional ability, fourteen years of age, are trained here in six years for the University. This school serves the poorer farming and working population. It may be criticised on the basis that a pupil of fourteen is too old to begin scientific and language studies according to the American Junior High School Standard. The variety of five schools seems open to criticism from Canadians who stress the academic school curriculum. But it probably meets the needs of a country with a large and varied population. The rivalry of the schools keeps up a high standard.

Methods of Study As Compared With Those on This Continent

These are high schools to train the student to cope with civilization as it exists today. Materialistic and utilitarian purposes are not stressed although a mastery might be attained in any one of these schools without danger of specialization. Since the Reform established a core of central fundamental subjects—Religion, German, History, Geography—a general education is possible. The special subjects corresponding to the four types of gymnasia are: Greek and Latin; Modern Languages; Mathematics, Physics, Chemistry and Biology; German Literature, Drawing, Painting, Music, etc.

The purpose of study is mental growth, not practical use, seeking culture to awaken the whole personality.

A principle which might well be adapted in our own school system is that of correlation of subjects within themselves and with other subjects, in turn correlated with the final aim of the school. This merits a more detailed explanation. The teacher must not only be familiar with his own subject, but with all others taught. The Principal directs the correlation, for example: a question such as the "Renaissance" might be taken up by many teachers simultaneously, in relation to such questions as Philosophy, Economics, Art, Social Customs, Painting, Sculpture: then for the sake of an inner unity, there is eliminated the mechanical subdivisions into subjects and years. Again, another sound feature is that the principles are taught to be used and applied as tools.

There is an attitude different from ours toward home study in Germany. The pupil is encouraged to do research work at home. Such work may bring voluntary and original contributions, the results of which may be used for class work. Quality rather than quantity is stressed.

It has been suggested that the German Secondary School System would be ideal if it were for six rather than nine years.

Conclusion

We cannot doubt that Education in Germany has prospered by the revaluation of all values. Education is now an expression of the German nature and also the judgment passed on that nature. The spirit of humanism, classicism and general culture might well be infiltrated into our schools as a balancing agent for pragmatism and the tendency towards specialization and utilitarianism which influences in such large measure the educational systems on this Continent.

VIEWS OF MEMBERS OF THE LEGISLATURE ON EDUCATION

(By Our Own Parliamentary Correspondent)

Hon. Perren Baker, in his address in the debate on the Speech from the Throne, refuted the statement made by Mr. Howson that the school system of Alberta was poorer than it was ten years ago. He proceeded to prove this by quoting facts and figures of today as compared with 1921.

Ninety-six per cent of the schools in the Province now operate one hundred and sixty days as compared with sixty-six per cent ten years ago.

Today all schools are manned by trained teachers as compared with hundreds of permit teachers some ten years ago.

In 1921 only two rural High Schools were in operation as compared with sixteen today. In 1920 the amount of money paid out in School Grants was \$903,874.00, while in 1930 it had increased to \$1,436,265.00, an increase of approximately 60 per cent. Today weaker districts received grants proportioned to their needs. Grants had also been paid on a monthly basis during the past year owing to the financial stringency under which some rural school districts were operating.

The over-crowding of class-rooms has been largely overcome, there being 245 two-roomed schools as against 92 a decade ago.

Ten years ago the average monthly attendance totalled 89.35 per cent. Today it is very considerably higher.

In 1930 Grade VIII exams were written in 1498 schools, while in 1921 they were written in less than half as many, 836 in all. Grade IX exams were written in 930 schools and Grade X exams were written in 358 schools.

Our Normal Schools are operating much more efficiently and several times the amount of practice teaching is given as compared with ten years ago.

Today there are 1360 more class-rooms in operation than in 1921, yet the work of the Department of Education was carried on with an office staff smaller by 21 than in 1921 when 72 persons were employed.

Mr. Baker also stated that good progress was being made in Technical School work. If any

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4. Scotland, England, Nice (For the Sixth World Conference of the New Education Fellowship) and Paris.

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school district felt the courses failed to meet the needs satisfactorily, the Department would send out experts to see what modifications or changes could be worked out.

The Minister also mentioned the fact that the Correspondence Courses were filling a great need in the Province and were growing in popularity.

Mr. Payne, Member for Red Deer, in his maiden speech, criticised the new *School Act* which was passed last year.

He said that Legislation had been set up which had the effect of making the Minister's power very autocratic.

Centralization of collection had not had a good effect. This last year there had been many distresses levied for taxes which would not have happened if the districts had managed their own affairs.

Mr. Payne said something should be done so that when a boy left Public School he should be worth a great deal more than he is today. Far too small a percentage of Public School pupils ever reached High School.

He declared that the amended *Education Act* was not working as smoothly in Rural Districts as the Minister of Education would have people believe. Many people felt that there was taxation without representation.

Mr. Payne also criticised the School Text Books, remarking that he would have more to say on this subject later.

The Premier, dealing with the unemployment problem in his address, made the statement that he thought it would be a good thing if our young unemployed people could be assembled into University Camps along the line of those which were in existence during the war, where they could be set up physically and spiritually. Mr. Gibbs said that the Premier's suggestion was a splendid one,

EASTER RAILWAY RATES

The following arrangements have been authorized by the railways for teachers and students during their Easter vacation:—

TERRITORY—Between all stations Port Arthur, Ontario, Armstrong, Ontario, and west in Canada; also from stations in said territory to stations in Canada east thereof.

FARES—To pupils and teachers of Canadian schools and colleges, on surrender of Canadian Passenger Association teachers' and pupils' vacation certificate, form 18W, at one-way first class fare and one-quarter for the round trip, minimum charge \$1.00.

GOING DATES—School vacation tickets to be sold not more than three (3) days prior to nor three days later than closing date of school or college as shown on face of certificate (Sunday excluded), but in no case earlier than Monday, March 14, 1932, nor later than Saturday, March 26, 1932.

RETURN LIMITS—Tickets will be limited to return not later than opening date of school or college as shown on face of certificate, but in no case later than Monday, April 4, 1932.

NOTE—A recent communication from the Canadian Passenger Association advises us that the time limit has been extended to April 15th in the case of certain Normal and High Schools which do not re-open within the limit set in the above notice.

Blank forms can be obtained from the A.T.A. Office Imperial Bank Bldg., Edmonton, if your school principal cannot supply you.

and he was quite sure it would receive the whole-hearted support of the teaching profession.

Mr. Lang, of Medicine Hat, again advocated Teachers' Pensions. He said that Alberta was the only Province in Canada which was without a Pension Scheme for teachers.

He also deplored the fact that teachers were obliged to assign so much homework to the scholars, and made the suggestion that the Curriculum was too cumbersome and should be curtailed or spread over a longer period. Mr. Lang maintained that boys and girls needed more recreation and more sunshine.

Mr. A. G. Andrews in his speech said that the change made by the Department of Education in the conduct of examinations last June, met with the approval of the large majority of parents, as it meant a saving of much money when it was most needed. It was to be expected that there would be some dissatisfaction, and to eliminate this the speaker suggested that pupils in Grades VIII and IX, who were not promoted by the teacher, should have the privilege of writing the exams set by the Department, and corrected by disinterested persons, provided the parents of such pupils were prepared to pay the necessary fee.

ANNUAL SURVEY OF EDUCATION

The Annual Survey of Education in Canada, 1930 published by the Dominion Bureau of Statistics is now ready for distribution. The Report records an attendance at Canadian educational institutions of approximately 2,500,000. To serve this number of pupils 83,144 teachers and 32,209 schools or colleges were required at a cost of \$165,361,000. Four out of every five enrolled were in elementary school grades, while one had completed his elementary education and was continuing his studies. One-seventh of all were practically adults—over 16 years of age—and of these, every third person was pursuing studies by means of evening classes.

The first chapter reviews the work of schools of the Provincial Governments which account for more than 90 per cent of all pupils. It shows that two-thirds of all pupils now get as far as the entrance to high school where less than half did a few years ago, and that practically half now do some high school work, though of a changing character—technical subjects and modern languages being more generally studied at the expense of such subjects as Latin and Mathematics. Some comparisons are drawn between rural and town schools, and attention is directed to the continued improvement in the teaching profession.

Chapter II discusses the educational work of the Dominion Government and of non-governmental organizations, the latter including private schools, associations and periodic publications in the field of education.

Chapter III is devoted to higher education and includes a descriptive enumeration of every institution in the Dominion giving instruction of college grade. Such a directory has not been published before.

The fourth chapter reviews the work of all educational institutions in each province and the Yukon individually, and is supplemented by an appendix reviewing the legislation affecting education in each province during the year.

Copies of the Report may be obtained on application to the Dominion Statistician, Ottawa.

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MANCHURIA

In the current issue of the *Political Quarterly* there is a very interesting and informative article by Professor Zimmern on the Manchurian question, from which we quote: "The recent history can be more briefly summarised. At the outbreak of the World War, responding to a Chinese appeal for 'good offices' the United States proposed the maintenance of the 'Status quo' in the Far East, Great Britain and Germany agreed: but Japan rebuked China for her initiative, declared war on Germany and captured Tsingtao on November 7th, thus securing possession of the province of Shantung. Then on January 18th, 1915, she confronted the Chinese President with the Twenty-one Demands, insisting on secrecy in their negotiation. What they involved was no longer Partition, but a Japanese Protectorate over China. The United States, the only power free to act, intervened and the more extreme demands were withdrawn. Japan swallowed her disappointment and later, in 1917, sent Viscount Ishii to Washington. This led to the Lansing-Ishii exchange of notes in which with one eye on China and another on Mexico 'the governments of the United States and Japan recognized that territorial propinquity creates special relations between countries', a formula which could be applied at will either to China as a whole or to Manchuria and Shantung. In December, 1917, the Japanese proposed to their Allies that

Japan should enter Siberia to preserve order and protect the Allied interests in the Russian Empire. Eventually a joint American-Japanese expedition was agreed upon, each Power to send not more than 7,000 troops. Japan despatched 72,000. After the withdrawal of the American troops early in 1920, Japan gained control over the Maritime Province of Siberia and the northern half of Saghalin, Washington vainly protesting. But the experiment proved very costly in the face of Russian opposition; and the publication in January, 1922 during the Washington Conference, of documents pointing to a Japanese-French agreement, helped to decide the Japanese government to abandon the entire enterprise."

Earlier in the article, after briefly giving the history of the whole Manchurian question, Dr. Zimmern said: "The actual factors involved in it we shall not know until the memoirs of the present generation of diplomats are published." And as a footnote there comes this: "Since the above was written it looks as though we might not have to wait so long. In an article in the *Spectator* on December 19th, M. William Martin, the well-known Foreign Editor of the *Journal de Geneve* writes: 'It appears that Great Britain and the United States at the time of the London Naval Conference promised Japan to leave her hands free in Manchuria in exchange for a reduction of her fleet. France, on her part, in order to protect Indo-China from Japanese immigration appears to have advised the Japanese to turn their eyes towards Manchuria and to have assured them that no difficulties would be made for them there.'"

No wonder diplomats and others who sit in the seats of the mighty, prefer to leave their memoirs to be published after their deaths! These are the ways of secret diplomacy, and the average citizen who in the long run is the one who pays for these secret ways of doing business, learns no more of such affairs than it suits authorities to tell him, and he learns that only long after the mischief has been done.

Dr. Zimmern's article ends thus: "Had Bethmann-Hollweg been at the Council table and blurted out his phrase about the scrap of paper, he would not have been rebuked . . . He would have been invited to a secret session in order to join in the hunt for a happier formula. And the result would have been hailed as a diplomatic victory. But Bethmann-Hollweg was clumsy. He violated but a single treaty. He should have broken three."

Another Angle of the Sino-Japanese Situation

Mr. W. S. Webb, King George School, Calgary, sends us the following interesting note:

J. E. Sproul writes in the January issue of *Young Men* of an interesting correspondence between the Y's Men's Clubs of Nanking, China and Osaka, Japan. There are 200 Y's Men's Clubs in

A.T.A. BROADCAST

April, 1932.

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C. Maberley, B.A., Commercial High School, Calgary.

April 6—5:15-5:30—Grade IX.:
"WORK," a Radio Drama (Adapted from "Selected Stories of Canadian Prose") E. J. Thorlakson, B.A., Central High School, Calgary.

April 13—5:00-5:15—Grades VII - VIII:
THE ART OF SELF EXPRESSION—M. W. Brock, Principal Mount Royal School, Calgary.

April 13—5:15 - 5:30—Grades III - IV - V:
MUSIC IN JUNIOR GRADES—Miss Bessie Ramsay, Mount Royal School, Calgary.

April 20—5:00-5:15—Grade XII:
COMMERCIAL GEOGRAPHY OF MODERN CHINA AND JAPAN—J. M. Scott, M.Sc., Calgary Normal School.

April 20—5:15-5:30—Grade X:
HISTORIC LONDON FROM THE THAMES—Miss J. Elliott, B.A., Central High School, Calgary.

April 27—5:00-5:15—Grade VIII:
ULYSSES THE WANDERER, (From Grade VIII Literature), H. E. Panabaker, Hillhurst School, Calgary.

April 27—5:15-5:30—Grades VII - VIII:
A HEALTH PLAY (Adapted from Red Cross Hygiene Series). B. L. Cook, Principal Haultain Public School, Calgary.



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various countries of the world—two of them in Alberta—effectively federated in an International Association headed by a manufacturer from Iowa. A chemist from Massachusetts is the Secretary-Treasurer. On October 1st, this Secretary-Treasurer, acting on behalf of the Association, cabled both Chinese and Japanese Y's Men as follows: CHINESE AND JAPANESE Y'S MEN: MANCHURIAN CRISIS IS DEPLORED. INTERNATIONAL, EXEMPLIFYING BROTHERHOOD SOLICITS YOUR CO-OPERATION TO SHAPE PUBLIC ATTITUDE FOR PEACE. CABLE COPIES TO ALL CLUBS. HENRY D. GRIMES.

Within three weeks the clubs of Nanking and Osaka issued statements the one to the other. They are, to the student of international affairs, well worth reading. They lead one to wonder just what possibilities lie behind such an endeavor on the part of an organization to discover values held by young men the world over.

The letters are candid statements of feelings and opinions. "This statement," writes the Japanese to his Chinese clubman, "may seem to be a one-sided view, but we humbly hope to receive your esteemed reply in order to understand more closely and fully this perplexing problem. We wish to express our sincerity and friendship to you." Each letter has a tinge of the bitterness of the realities of nationalistic sentiment; each letter contains a boldly stated view-point; but each letter courteously solicits and anticipates a response which may throw light upon a considered problem.

These letters appear quite skeptical of the diplomacy and machinery of their governments—or, by innuendo, any government. Treaties do not mean what we thought they meant, say they. "There is no profitable result obtained to compensate for the efforts made." Here are young men in two countries exchanging letters in order to clarify their own ideas. "We Y's Men regret and feel sorry for not being more active in working for a better understanding between our two countries." It would seem that if a real understanding is to be obtained among the young of various countries—the young who fight wars and pay for them—many many more letters must be exchanged, circulated, talked over.

Further telegrams and letters have been exchanged as recently as February 4th which Mr. Sproul had not read. In the light of these it would seem to your correspondent that stimulated correspondence leads mainly to explanation, no matter how earnest the writers may be to form honest opinions. The usefulness of such a medium to international understanding and good-will is the first-hand contact which must become casual and habitual in normal times to really affect the ordinary person's outlook on internationalism.

Shanghai, the largest of the cities of the Orient, has according to the last census a population of over 3,000,000. In its streets and in its Council Halls the East meets the West and share authority over its millions. In view of recent events in that ancient city the following may be of interest:

"Shanghai is divided into three distinct administrative sections. The International Settlement with an area of more than eight square miles, has a population of 830,760 Chinese and 32,885

foreigners, including 14,230 Japanese, 7,047 British and British Indians, 2,972 Russians, 1,800 Americans, 1,402 Portuguese and more than 3,000 others.

"It originated in 1848 by arrangement between the British communities and the local Mayor.

"It is at present governed by a municipal council consisting of eight British, two Americans, five Chinese and two Japanese, with an American Director-General. All foreign taxpayers have the right to vote for representatives to this council and to be tried in courts of their own nationality. The settlement taxes and polices itself and holds its lands by permanent lease.

"The French concession withdrew from the Foreign Settlement in 1862. It covers 200 acres, and has a population of 12,922 foreigners and 434,807 Chinese. Its council consists of 12 foreigners, mostly French, and 5 Chinese. Its government is run on similar lines to that of the International Settlement.

"Greater Shanghai, the Chinese Municipality, has a population of 1,713,456 and covers some 2,000 acres. It is governed by Chinese appointees of the National Government, who control the entire area surrounding the foreign settlements."

From *The Christian Science Monitor*.

Who is the villain in the Disarmament Play?

"Not me! Not me!" says A.B.F. and G.

Though Militarism forges its forces of destruction and death with unmitigated vigor, still the movement for peace gathers momentum in every land, and everywhere the war lords are forced to an apologetic attitude, rejecting the war label to assume a less offensive name. But war by any other name is just as brutal.

Bulgaria musters mass meetings for peace, and the voice of youth supports the cause that would substitute the Council of Reason for the force of Arms—and peace Literature grows apace.

* * * *

Voices at the Disarmament Conference

Sir John Simon, Great Britain—

"The peace of the world cannot be secured by preparing for war. A high level of armaments merely gives an illusion of security in one quarter, while aggravating insecurity in another. The security for all must be based on armament reduction."

Hugh S. Gibson, U.S.A.—

"The Washington government welcomes any form of limitation which will contribute to international security."

Signor Grandi, Italy—

"Our task is to fortify justice not to justify wars."

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Attention !

REUNION AND DANCE

Monday, March 28th, at 8:30 p.m.
Masonic Hall, Edmonton

Graydon Tipp's Orchestra — Refreshments
TICKETS—75c

COME AND MEET OLD FRIENDS

Dr. Bruening, Germany—

"Disarmament will create a reality which will re-inforce confidence better than any other means. But the German government and German people demand that their disarmament be followed by general disarmament. The German people depend on the present conference to solve the disarmament problem on the basis of equal rights and equal security for all peoples."

Lityinoff, Russia—

"Why wait on elaborate calculations, subtle dialectics or clever evasions? If you really want to disarm then disarm!"

Sir Geo. Perley, Canada—

"Canada will wholeheartedly support any constructive proposal for the limitation and reduction of armaments, and we believe that action towards this end should be taken and taken now. Further delay will be fatal."

The League's Covenant gives security to China—but the League nullifies that security by inaction. Indifference or earlier commitments paralyze its arm while the iron heel of the aggressor stalks over the prostrate form of China.

Rennie Smith, former member of the Labor parliament, speaking in Baltimore, U.S.A. on February 7th, defended the action of the League in the Sino-Japanese crisis. "This crisis," he said "is in large part the product of governmental conflicts in China and Japan, which being internal matters, lie beyond the remedial powers of the League." He pointed out that the League had acted with promptness in sending an investigation commission to Manchuria, a step in international co-operation which would have been inconceivable before the great war. He emphasized the newness of the League as an instrument of international affairs and argued that the very fact that world powers are not asking in the present situation for Chinese provinces for themselves is an immense step forward, particularly when it is considered that prior to the World War, and the formation of the League, historians were predicting the division of China between the powers, in much the same manner that Africa had been divided amongst them. "Keep in mind", he urged, "what might have been the situation in China had there been no League and no Kellogg Pact. Japan is now in the prisoner's dock," he added, "and is having to spend all her time trying to justify something which in 1914 would have been unquestioned."

EDMONTON NORMAL SCHOOL ALUMNI MEMBERS, ATTENTION!

As a result of several conversations and of the successful Christmas reunion the Executive of the Edmonton Normal School Alumni Association have decided that the Easter meeting shall take the form of a dance. For the greater convenience of members we have also engaged the Masonic Hall and Graydon Tipp's orchestra for the occasion. The date is set for Monday, March 28, at 8:30 p.m. Tickets may be had from any member of the Executive or at the door and we hope as many graduates as possible will attend to justify our action in this matter. The Association needs your support and presence at this meeting.

Local News

BEVERLEY

An organization meeting of the Beverley Local was held in the Beverley school on February 17th, 1932. The meeting was addressed briefly by the General Secretary, Mr. J. W. Barnett, who explained lucidly the work accomplished by the A.T.A. in safeguarding the professional interests of teachers.

The officers chosen to nurture the infant Local include the President, P. B. Lawton, the Vice-President, Miss E. Thomson, and the Secretary-Treasurer, H. Gerry. It is the fond wish of all members that the lusty infant will eventually develop a pair of lungs sufficiently powerful to make protests emphatic, and a requisite amount of "gray-matter" to make them intelligent.

CALGARY

The annual meeting of the Calgary Public School Local of the A.T.A. was held on Friday, January 15th, in the Alhambra Room, at Eaton's Store. A delightful banquet was followed by the business meeting.

There were about eighty members present including as our guests, four exchange teachers, Miss Japp and Miss Law from England, Miss Murphy and Miss Westland from Ontario.

Miss Bertha Fraser returning President gave a concise and complete review of the year's work. At two of our monthly meetings we had been privileged to hear addresses by Mr. W. M. Davidson and Mr. T. J. Buchanan, Superintendent of Public Schools.

The Secretary's report showed a gratifying increase in membership over last year. One hundred and ninety five members are in good standing. The Treasurer's report showed the local to be in excellent financial standing.

The Committee in charge of Miss F. B. Campbell's book on "Citizenship Stories"—Grade IV, reported that a change was unnecessary.

Mr. J. W. Barnett briefly addressed the meeting. He sounded a warning note, and dwelt on the present urgent need for a hundred per cent membership.

Miss K. Clarke, School Board representative, gave a report of the last meeting. The temporary cut of four per cent on teachers' salaries was to be effective this month.

After some discussion it was decided to continue the levy made for unemployed girls.

On behalf of the Local, Miss Stanley presented Miss Fraser with a statuette, as a mark of our sincere esteem and appreciation of the unstinting effort and labor she expended for our local during her term as President.

The officers for 1932 were welcomed: President, Miss Isabel Stewart; Past President, Miss B. Fraser; Vice-President, Miss L. Ferris; Secretary-Treasurer, Miss L. Bell; Executive, Miss E. H. Stanley, Miss M. Barclay, Miss J. S. Christie, Miss G. A. Willison, Miss B. Hector, Miss R. Dover, Miss H. Raybould, Miss V. Timins, Miss M. E. Boulter, Miss U. Grant, Miss K. Ramsey.

The meeting adjourned. Bridge tables were

arranged and a most enjoyable evening followed. The committee in charge are to be congratulated on their work in making this a success.

PROVINCIAL NORMAL SCHOOL, CAMROSE

The following executive was elected by the Camrose Normal School Local of the Alberta Teachers' Alliance: President, Chester Sorenson; Vice-President, Ray Sanders; Treasurer, Glen Allen; Press Correspondent, Florence Rose; Secretary, Jean Backstrom.

An active campaign initiated by the executive has been successful in securing over seventy student members in Camrose.

CHAMPION-CARMANGAY

The Champion-Carmangay Local is functioning this year under the following Executive: President, Miss L. B. Grice; Past President, R. D. Farries; Secretary-Treasurer, J. E. Blain. All teachers of the vicinity are requested to get in touch with Mr. Blain whose address is Carmangay.

CHIPMAN

We are very pleased to announce the formation of a Local Alliance at Chipman. The town staff is one hundred per cent Alliance, and we hope the weather will permit a better representation of rural teachers at our next meeting. The following officers were appointed: President Mr. A. A. Wilson; Vice-President, H. Pshyk; Secretary-Treasurer, Mr. V. Diedrich. It was decided to hold the meetings on the second Saturday of each month at Mr. Wilson's residence.

At the close of the meeting a delightful lunch was served by Mr. Wilson.

COLEMAN

A meeting of the Coleman branch of the Alberta Teachers' Alliance was held on February 9. In the absence of the President, Mr. J. Cousins, Vice-President, took the chair.

The minutes were read by the secretary, Mr. J. A. McDonald and adopted as read.

A paper, "Spain in Revolt," was then read by Miss M. E. Dunlop; and one on music, "What's in a Name?" by Miss M. Powell.

Two solos, "The Trumpeter," and "Fiddle and I," by Mr. Cousins, were also greatly enjoyed.

DERWENT

The Derwent A.T.A. Local met at the town teacherage on March 5. After the minutes were read and adopted, the members present discussed the matter of sending a delegate to the Convention. The Executive were authorized to arrange this at their discretion.

Mr. J. Hughes then gave an interesting little speech on "Project Method." Miss G. Brown explained the Project Method of teaching Citizenship in Junior Grades and the making of a History Scrapbook. Mr. A. J. Styra explained the application of this method to Hygiene lessons, especially in making health posters. Mr. J. Hughes enlarged upon the Project Method of teaching Geography in Junior and Intermediate grades. Mr. P. Romaniuk outlined how this method may be very successfully used in the making of booklets in Art and Agriculture. After this followed an

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GUY W. LOCKE

CELIA McCLUSKEY

instructive round-table discussion on the methods of teaching Silent Reading in the first six grades.

For the next meeting the programme will consist of the following items, besides the order of business as in the Constitution:

1. "Arithmetic in Primary Grades," by Mr. A. J. Styra.
2. An address on present educational features by Mr. J. Hughes.
3. "Methods in Geography and Elementary Science in Junior Grades," for general discussion by the meeting.

The next meeting will be held in Derwent on April 9th at 2 p.m. All the teachers of the surrounding districts are very cordially invited.

EDSON

"Alberta School Week" was observed in Edson on February 6th, when a public meeting, addressed by M. C. L. Gibbs, M.L.A., and Mr. W. H. Poole, was held in the United Church.

Mr. R. A. Peterson, Principal of Edson school, occupied the chair and spoke on the objects of "Alberta School Week."

Mr. H. A. Switzer, Chairman of the school board, urged the parents to take a keener interest in the work of the schools.

Mr. W. H. Poole, of Edmonton, gave an interesting address on "The Crisis in Secondary Education."

Mr. C. L. Gibbs, in a very instructive address, traced the relationship between education and economic conditions.

On Sunday, February 7th, Rev. L. R. Macdonald, pastor of the United Church, gave an interesting sermon on Education.

FORT SASKATCHEWAN

An organization meeting of the teachers of Fort Saskatchewan was held on January 28th, last. The meeting was called to order with last year's President, Mr. E. H. Anderson, in the chair. Owing to the severe weather country members phoned in explaining their inability to be present. It was accordingly decided to put off the elections of new officers until a meeting called for February 10th. It was agreed that an attendance of eleven or twelve might be very well expected if the weather should moderate. There was considerable discussion of the problems facing rural teachers in connection with class management.

LETHBRIDGE

The Local Teachers' Alliance held a special meeting on Wednesday afternoon, February 3rd, in connection with "Alberta School Week." There was an excellent attendance of members and friends to hear an inspiring and interesting address by Senator Buchanan. The President, Miss E. Reid, presided over the meeting and briefly introduced the speaker.

The senator's address dealt with the extreme importance of true education for the youth of our country if they are to be able to cope properly with the situations which seem likely to develop in the future. The schools are only the beginning of education. Education creates desire and therefore assumes a great responsibility. With the enlightenment of the people comes the demand for a greater participation in government.

After outlining this development of domestic governments already existing, following the people's awakening, Mr. Buchanan pointed out

the same beginnings were manifesting themselves in Russia, China and India, and that with these nations fully developed our future citizens would be faced with conditions which never existed in the world before.

Canada must, in consequence, see that she has a high type of citizen. We must get our children to read, to think, if we wish them to be intelligent, responsible and possessing a world outlook. They must be encouraged to read the best in Literature, in History and in Biography, that they may be fitted to cope with those things which face them in the future.

A very hearty vote of thanks was accorded the senator on the motion of Mr. J. A. Davidson, seconded by Miss Hardy.

A business meeting followed this address when nominations for election to the provincial Executive were considered and several resolutions for presentation to the A.G.M. were discussed and approved. Delightful refreshments were served by the staff of the Collegiate.

MEDICINE HAT

We are indeed glad to announce the re-organization of the Medicine Hat Public School Local. The Executive is as follows: President, Miss S. M. Gordon; Vice-President, Miss Doris Fecteau; Secretary-Treasurer, A. McEachern. Miss S. M. Gordon has been nominated by this Local to the office of District Representative on the Provincial Executive for the coming year.

MINBURN

On the Sunday at the close of "Alberta School Week" Mr. Lewis Evans, Principal of the Minburn school, gave an address from the pulpit of the Union Church here.

The subject of his address was "What is Education?" He showed that to be truly educated one must be able to take one's place in our modern civilization, and that the whole of life is a school in which we continually learn.

MUNSON

In observance of "Alberta School Week" there was arranged a meeting in the Memorial Hall at 8 o'clock, Tuesday, February 9th. A good attendance was noted and a very interesting and profitable evening was had. The Chairman of the meeting was Mr. R. W. Stowell who did much to facilitate the carrying on of the meeting.

The speakers of the evening were first, Mr. W. L. Thompson who spoke on "The Real Purpose of Education"; next Mr. H. S. Macdonald, who spoke on "Vocational Guidance"; and lastly Miss Olive Adsett, who gave a lecture entitled "Schools and the Homes." Each and all of these lectures held the interest of the audience throughout and no doubt much benefit was derived and interest created.

After the last speech a discussion was held and many interesting points were brought up. Mrs. G. O. Sibbald gave a resume of her visit to the Trustees' Convention in Calgary and informed those present of the views expressed at that meeting.

Musical numbers were rendered in the intervals between lectures and each was greatly appreciated for their suitability and talent displayed.

A view was generally expressed that a Parent and Teachers' Association should be formed to

create better understanding between teachers, parents and children.

It certainly was a well spent evening.

The following persons took part and assisted in activities of "Alberta School Week" in Munson:

Mr. H. S. Macdonald, Mr. R. W. Stowell, Miss Olive Adsett, Miss Pearl Edwards, Mr. Ormond Sibbald, Mrs. H. S. Macdonald, Mr. Harry Edwards and Mr. M. Richardson, all of Munson.

RAYMOND

The monthly meeting of the Local Branch of the A.T.A. was held in the Raymond Public School, Wednesday, January 27th. Miss M. Powne was in the Chair. There were sixteen teachers present at the meeting.

After reading the minutes and carrying out other business the program of the meeting continued. Mr. O. J. Hicken the Principal of the Public School gave a short discourse on "The Thirty Three Points of Leadership." Two musical numbers by two of our teachers, a vocal solo by Miss Myrtle Johnson and a piano solo by Miss Head, were much overjoyed. Mr. King then carried out a discussion on an educational topic, "The Obligations of the Educator to the Child."

A delightful lunch was served and the meeting adjourned until next month.

* * * *

The Raymond Local held its regular monthly meeting on February 24 in the Public School. Sixteen local teachers were in attendance. The President, Miss M. Powne, was in the chair and conducted the meeting.

The matter of delegates to the annual meeting was left in the hands of the Executive. A very enjoyable program then followed; a cornet solo by Mr. P. H. Redd, a speech on "Teachers' Salary Problems" was given by Mr. J. H. Blackmore, a vocal solo by Miss Muriel Webster and a humorous reading by Mr. Low.

A very delightful lunch was then served.

The next meeting is scheduled for three weeks from the present.

STETTLER

We are very pleased to announce the formation of a Local at Stettler. The Executive are as follows: President, W. K. Gish; Vice-President, Miss E. Horde; Secretary-Treasurer, R. V. Little; Press Correspondent, R. V. Little. Teachers of the vicinity are requested to communicate with the Secretary-Treasurer whose address is Stettler, Alberta.

TABER

Another interesting meeting was held in Taber Central School, January 16th.

The constitution of the Local, which had been previously drawn up by the executive, was adopted.

Preparations were made for "School Week."

Miss G. Tufteland led a discussion on "Teachers' Pensions" and submitted a resolution for our adoption.

Mr. H. G. Teskey read a letter which he had drafted to Mr. McLellan our M.L.A., asking him to bear in mind the interests of Education concerning: a teachers' pension scheme in Alberta; the clarifying of Section 157 of the School Act regarding the dismissal of teachers; the examina-

tion system; and the establishment of larger units of administration.

A discussion was led by Miss Statema on "Ghandi and India."

The following organizations and people assisted in making "Alberta School Week" a success in the Taber district:

The Parent-Teachers' Association had Mr. A. J. Watson, Superintendent of the Lethbridge Schools, give an address at a public meeting which was well attended.

Miss M. A. Elford of the Taber staff gave a talk at the Women's Institute meeting, of which Mrs. H. G. Teskey is Secretary.

Mr. Leif Johnson and Mr. A. John Clarke of Barnwell, Alberta, gave addresses at their Mutual Society of which Mr. H. Stevens of Barnwell is President.

Rev. Mr. W. H. Irwin of the Taber United Church gave a talk on Educational matters at his Sunday morning service.

VETERAN

The February meeting of the Veteran Local was held February 6th.

This meeting proved very refreshing. Mr. C. P. Garvey, with able illustrations and experiments, showed the pressure of Liquids and Gases. Also the proper reading of the Vernier and Micrometer, thus clarifying the subject for the teachers who have to teach this subject without necessary equipment.

Resolutions to be sent to the General Meeting of the A.T.A. were discussed and drafted.

The Taber Local's letter to their M.L.A. was read and admired. The honored gentleman must have felt a keen responsibility as he sallied forth with this weighty Document in his pocket (let us hope that it was in his pocket and his head as well). This was a happy thought on the part of the Southern Teachers, as the Irrigation Question is apt to foreshadow all else in that Southern Constituency.

It gave us a happy thought too!

Wait until next year, when the Hon. G. N. Johnston, worthy speaker of the House proceeds to the city of the Capitol!

A dainty Valentine Lunch was served by Miss D. Devereux and Miss G. Flummerfelt.

The next meeting will be held the first Saturday in March at 2 p.m.

We wish to thank the A.T.A. for the material forwarded to teachers for "Alberta School Week." Owing to extreme cold and snow drifts no meetings were held—at least none reported. The majority of teachers in this district are inexperienced and it is rather early in their career to expect them to give addresses of such a nature.

However, all the teachers found the material sent a great inspiration and it gave them an insight into the Educational problems of the day. Greater confidence for future efforts was expressed.

VULCAN

A meeting was held at the home of Mr. A. E. White, on Saturday, February 13th, at 7.30 p.m. In spite of cold weather, about 15 members appeared on time. Matters relating to the annual meeting were discussed, Mr. White being appointed as delegate.

The President reported that he had asked Mr. X. P. Crispo, Public School Inspector, to address the members, and that Mr. Crispo had regretted being unable to attend at that time. He had promised, however, to be present at a later date.

The meeting adjourned at 9 p.m., after a short discussion on Art I. of the High School Course.

A pleasant hour was then passed at bridge.

WETASKIWIN

The third regular meeting of the Wetaskiwin branch of the A.T.A. was held on Thursday, February 18th, 1932 at 8.30 p.m. at the home of Mrs. Cole. Mr. T. Fletcher, the President, presided at the meeting and thirteen members were present. The minutes of the previous meeting were read and adopted, and Miss Agnes Irvine asked to represent the Branch as a delegate at the Calgary Convention of Teachers during Easter week. A request was made that information regarding the 1931 objective tests in History II and Physics I might be made available for teachers. Could the Executive of the A.T.A. do anything with regard to that? Some discussion regarding a school fair and the Musical Festival engaged a little time, after which Mr. Fletcher introduced the speaker for the evening, Mr. John Scofield. This former member of the A.T.A. now inspecting in the Wetaskiwin district gave a very interesting and suggestive paper on "Assignments", outlining their use, nature of making them and time of making them. Judging by the very live discussion which followed the paper was very successful.

The meeting adjourned and broke up after the serving of refreshments.

WILLINGDON

The teachers of the Willingdon district met on Saturday afternoon, February 13th. Due to the exceptionally poor travelling condition of the roads the membership has greatly lessened.

The meeting was called for the purpose of discussing and preparing resolutions that are to be presented at the Annual Meeting of the A.T.A. It has also been decided to send two delegates and for this purpose a special meeting will be held in Willingdon on Saturday afternoon, March 12th. All members should be present as this is the last meeting to take place before the convention.

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ALBERTA

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(For Small Centres Only)

Warming up.

First of all, a person must remember this happened in the 19th century and would never happen in the 20th century.

An Indian princess and her daughter came to visit in America. Upon arriving at the hotel at night, they saw only the night clerk who informed them that they could not get a suite together. Consequently, the daughter took a room above her mother. In the morning, when the daughter went down to bid her mother, "Good Morning," she found her mother had been burned in the furnace. There was a queer odor in the room which was a Western odor, not an Eastern one, and upon investigating, she discovered that the sheet of paper where her mother had signed their names in the register had been torn off and burnt. The person who burned the princess had been exonerated from all blame.

Who was it and why was he exonerated? What was the odor? Why wouldn't it happen in the 20th century?

ANSWER—The night clerk noticed the princess had leprosy. The odor was a disinfectant. In the 20th century anyone with leprosy would never be allowed to leave or enter America.

What is wrong with this story?

A man who hunted lions in Africa had just returned home and was persuaded by his wife to go to church. While in church, he became rather

bored and fell asleep. He started to dream of a time when he had been hunting lions and had become separated from his guide. While wandering around in the jungle he came across a tribe of cannibals and was just dreaming of one of the cannibals shooting at him. Just at this point, his wife, who had noticed her husband sleeping, took out her hat pin, and pricked his hand. The shock of the pin pricking his hand at the time it did, killed him.

Answer—Who knows what he was dreaming?

Business.

Reports of delegates to convention. Discussion. Discussion of plans for Inter-school Sports Meet. Arrangement of canvass of any non-members in districts.

Professional Topic.

Resolved that the curriculum in Composition for Public and High Schools should be more definite and detailed.

Entertainment.

1. Folk dance—School children.
2. Quartet—High School boys.
3. Orchestra selection.
4. Reading.

Social Entertainment.

Lunch with topics for conversation, e.g. Modern Pronunciation, etc. Schedule, waistcoat, boat-swain, topsail, coyote, St. Augustine.

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A LIST OF BOOKS SUGGESTED AS BEING SUITABLE FOR USE BY TEACHER STUDY GROUPS

The A.T.A. Provincial Executive receives from time to time definite requests along the line of assisting A.T.A. Locals throughout the Province in the matter of preparing suitable programs for the successive meetings of the Local held during the school year. A definite reaction to this appeal resulted in suggested agenda and programs being featured in this Magazine.

The A.T.A. Provincial Executive has adopted as a part of its permanent policy the inauguration of Teacher Study Groups. It has further been decided that when any Teacher Study Group considers that it has, by means of a serious and prolonged reading course, unearthed something of value to the A.T.A. membership at large, that the columns of the Research Department of this Magazine will be made available for the publication of such findings.

Thanks are hereby tendered to Dr. H. E. Smith of the School of Education, University of Alberta, and Mr. G. Fred McNally, Supervisor of Schools, Department of Education, for their kind co-operation in preparing detailed lists of books which would be of value to Teacher Study Groups and also to the Alberta Library Association.

It will be seen that a small sum of money, say Ten Dollars, would suffice for starting a small library for use in your Local Study Group.

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N.B.—Messrs. Baker & Taylor, Jobbers of New York, have established a Canadian Banking connection whereby they are able to accept payment in Canadian funds. Unless arranged with publishers beforehand, books of American origin should be purchased through them or some similar agency.

- THE CHALLENGE OF THE EAST—Eddy—Farrar & Rhinehart \$2.50
- NEW RUSSIA'S PREMIER—Ilin—Houghton Mifflin Co., 2 Park St., Boston, Mass. 2.50
- HUMANITY UPROOTED OR RED BREAD—Hindus—Jonathan Cape—Thomas Nelson & Sons Ltd., Toronto, Ont. 3.50
- or—
- THE CHALLENGE OF RUSSIA—Eddy—Farrar & Rhinehart 2.50
- THE DANGERS OF OBEDIENCE—Laski—Harpers.... 2.50
- CLIFFORD SIFTON IN RELATION TO HIS TIMES—Dafoe—Macmillan Co. of Canada Ltd., Toronto 3.00 or any other good biography—e.g., DISRAELI—NAPOLEON—VON BULOW—LINCOLN.

The Maurois stories are best; Charnwood's Lincoln is a classic.

- READING ACTIVITIES IN THE PRIMARY GRADES—Storm & Smith—Ginn & Co., 2301 Prairie Ave., Chicago, Ill. \$2.00
- AN INTRODUCTION TO CHILD STUDY—Strang—Macmillan Co. of Canada Ltd., Toronto..... 2.75
- CREATIVE DRAMATICS FOR UPPER GRADES AND JUNIOR HIGH SCHOOL—Ward—D. Appleton & Co., 29 West 32nd St., New York.. 2.25
- THE TEACHER IN THE NEW SCHOOL—Porter—World Book Co., 2126 Prairie Ave., Chicago, Ill... 2.00
- SELF-IMPROVEMENT—A study in self-criticism—Davis—Macmillan Co. of Canada, Ltd., Toronto.... 2.00
- EDUCATION, CRIME, AND SOCIAL PROGRESS—Bagley—Macmillan Co. of Canada Ltd., Toronto.. 1.20
- HARROW LECTURES ON EDUCATION—Cambridge University Press (Macmillan Company of Canada Ltd., Toronto). 3.50

Nutt, H. W.—PRINCIPLES OF TEACHING HIGH SCHOOL PUPILS. The Century Co., N.Y. 1922.

Thorndike, E. L.—ADULT LEARNING. Macmillan Co. 1928.

Tryon—THE TEACHING OF HISTORY IN JUNIOR AND SENIOR HIGH SCHOOLS. Ginn & Co., Boston. 1921.

Handschin, C. H.—METHODS OF TEACHING MODERN LANGUAGES. World Book Co. 1923.

Sixth Year Book of the National Council of Teachers of Mathematics. "MATHEMATICS FOR LIFE." Bureau of Publications, Teachers College, New York. 1931.

Fourth Year Book of the National Council of Teachers of Mathematics. "SIGNIFICANT CHANGES AND TRENDS IN THE TEACHING OF MATHEMATICS THROUGHOUT THE WORLD SINCE 1910."

Brodetsky—THE MEANING OF MATHEMATICS. Benn 6d Library. No. 84. Ernest Benn Ltd., London.

Yoakam, G. A.—READING AND STUDY (for Grades 1-6). Macmillan Co. 1928.

Gates, A. I.—INTEREST AND ABILITY IN READING. Macmillan Co. 1930.

Gates, A. I.—THE IMPROVEMENT OF READING. Macmillan Co. 1929.

Kandel, I. L.—HISTORY OF SECONDARY EDUCATION. Houghton Mifflin. 1930.

Smith, W. A.—THE JUNIOR HIGH SCHOOL. Macmillan Co. 1926.

Hildreth, G. H.—PSYCHOLOGICAL SERVICE FOR SCHOOL PROBLEMS. World Book Co. 1930. Yonkers-on-Hudson.

Pyle, W. H.—THE PSYCHOLOGY OF THE COMMON BRANCHES. Warwick & York, Baltimore.

Broadus, E. K.—THE STORY OF ENGLISH LITERATURE. Macmillan Co. 1931.

Johnson, F. W.—THE ADMINISTRATION AND SUPERVISION OF THE HIGH SCHOOL. Ginn & Co., Boston.

Mort, P. R.—THE INDIVIDUAL PUPIL—In the Management of Class and School. American Book Co. 1928. New York.

Smith and Wright—TESTS AND MEASUREMENTS. Silver & Burdett. 1928.

Roman, F. W.—THE NEW EDUCATION IN EUROPE. E. P. Dutton. 1930. New York.

Sandiford, P.—EDUCATIONAL PSYCHOLOGY. Longmans, Green & Co. 1928.

Ruch and Stoddard—TESTS AND MEASUREMENTS IN HIGH SCHOOL INSTRUCTION. World Book Co. 1927.

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Myers, G. E.—THE PROBLEM OF VOCATIONAL GUID-
ANCE. Macmillan Co. 1927.

Healy and Bronner—RECONSTRUCTING BEHAVIOR IN
YOUTH, A STUDY OF PROBLEM CHILDREN IN
FOSTER FAMILIES. Knopf. 1929. New York.

Wickman, E. K.—CHILDREN'S BEHAVIOR AND TEACH-
ERS' ATTITUDE. The Commonwealth Fund. 1928.
New York.

Hartshorne and May—STUDIES IN DECEIT. Macmillan.
1930.

Reavis, W. C.—PUPIL ADJUSTMENT IN JUNIOR AND
SENIOR HIGH SCHOOLS.

Pinkievitch—THE NEW EDUCATION OF THE SOVIET
REPUBLIC. John Day Co. 1930. New York.

Ilin—THE NEW RUSSIAN PRIMER, Translated by Counts.
Houghton Mifflin Co. 1930.

Jordan, A. M.—EDUCATIONAL PSYCHOLOGY. Henry
Holt. 1928.

REFERENCES IN MENTAL HYGIENE

Thom—EVERYDAY PROBLEMS OF THE EVERYDAY
CHILD.

Blatz and Bott—PARENTS AND THE PRE-SCHOOL
CHILD.

Blanton & Blanton—CHILD GUIDANCE.

De Schweinitz—GROWING UP.

White & Fishbe—WHY MEN FAIL.

Myerson—THE NERVOUS HOUSEWIFE.

Anderson—PSYCHIATRY IN INDUSTRY.

Hart—PSYCHOLOGY OF INSANITY.

Myerson—PSYCHOLOGY OF MENTAL DISORDERS.

Fisher—INTRODUCTION TO ABNORMAL PSYCHOLOGY.

Sayles—THE PROBLEM CHILD AT HOME.

Sayles—THE PROBLEM CHILD IN SCHOOL.

Prince—DISSOCIATION OF A PERSONALITY.

Hollingsworth—GIFTED CHILDREN.

Innskeep—TEACHING DULL AND RETARDED CHIL-
DREN.

Grover & Groves—WHOLESOME CHILDHOOD.

Van Waters—YOUTH IN CONFLICT.

Wickes—THE INNER WORLD OF CHILDHOOD.

Angelo Patri—SCHOOL AND HOME.

Descoedres—EDUCATION OF MENTALLY DEFECTIVE
CHILDREN.

Davies—SOCIAL CONTROL OF THE MENTALLY DE-
FICIENT.

Healy—RECONSTRUCTION OF BEHAVIOR IN YOUTH.

Burt—THE YOUNG DELINQUENT.

Healy—MENTAL CONFLICT AND MISCONDUCT.

Adams—THE SPIRIT OF YOUTH AND THE CITY
STREETS.

Wilson—THE CRIME OF PUNISHMENT.

Morgan—THE PSYCHOLOGY OF THE UNADJUSTED
SCHOOL CHILD.

Morton—CHILDHOOD FEARS.

Van Waters—PARENTS ON PROBATION.

Wickman—CHILDREN'S BEHAVIOR AND TEACHERS'
ATTITUDES.

Mateer—THE UNSTABLE CHILD.

Fletcher—THE PROBLEM OF STUTTERING.

Johnson—BECAUSE I STUTTER.

Jones—THE TREATMENT OF THE NEUROSIS.

Wiggam—THE FRUIT OF THE FAMILY TREE.

Wiggam—THE NEXT AGE OF MAN.

Chicago Child Study Association—BUILDING CHARACTER

—INTELLIGENT PARENTHOOD.

Lewis—THE OFFENDER.

Hartshorne and May—STUDIES IN DECEIT.

Richmond—THE ADOLESCENT GIRL.

Blanchard—THE ADOLESCENT GIRL.

Brooks—THE PSYCHOLOGY OF ADOLESCENCE.

Reavis—PUPIL ADJUSTMENT.

Beers—THE MIND THAT FOUND ITSELF.

Chadwick—DIFFICULTIES IN CHILD DEVELOPMENT.

Rolvag—GIANTS IN THE EARTH.

Cooley—PROBATION AND DELINQUENCY.

ANNOTATED LIST OF BOOKS ON MENTAL HYGIENE
AND ALLIED SUBJECTS

Prepared by Dr. H. E. Smith of the School of Education of
the University of Alberta, and issued by the Alberta
Library Association, March, 1931.

Libraries are requested to place one or two at least of the
books in each section on their shelves:

Readers who do not find the books in their local libraries
may borrow any book on this list from the Library of the
Department of Extension, University of Alberta.

A copy of this list may be had on application to Mrs.
C. E. Race, The Library of the University of Alberta.

CHILD TRAINING

*THOM, D. A.—EVERYDAY PROBLEMS OF THE
EVERYDAY CHILD. (N.Y., Appleton, 1929. \$2.50).
A mine of constructive and practical suggestions re-
garding the formation and modification of habits—feed-
ing, sleep, enuresis, obedience, destructiveness, sex, and
many others. Highly recommended for mothers of
young children.

*BLATZ, W. E. & BOTT, H.—PARENTS AND THE PRE-
SCHOOL CHILD. (N.Y., Morrow, 1929. \$3.00, or
London, Dent, 6 shillings). Part I deals with prin-
ciples of mental hygiene and child study; Part II with
habits and habit training of the pre-school child. Clearly
written and very practical. Numerous case studies and
illustrations.

*BLANTON, S. & BLANTON, M. G.—CHILD GUIDANCE.
(N.Y., Century, 1927. \$2.25). Very sane book deal-
ing in a concrete way with the many problems of child
training. Covers the pre-school and elementary school
fields. An excellent book for mothers and teachers.

*GROVES, E. R. & GROVES, G. H.—WHOLE SOME
CHILDHOOD. (Boston, Houghton, 1924. \$2.00). Brief
and specific treatment of the problems of child-training.
Main emphasis upon the pre-school period, but covers
the years from birth to adolescence. A book of prin-
ciples rather than of rules.

MORTON, F. G.—CHILDHOOD FEARS, PSYCHOAN-
ALYSIS AND THE INFERIORITY COMPLEX. (Tor-
onto, Macmillan, 1925. \$1.80). Excellent summary of
the ideas of Freud, Adler, Jung, and Prince. Deals
largely with various forms of fears and their influence
upon mental development in childhood. Many forms of
adult mental affliction are said to be directly traceable
to childhood fears.

MORGAN, J. B.—THE PSYCHOLOGY OF THE UNAD-
JUSTED CHILD. (Toronto, Macmillan, 1927. \$2.00).
A splendid book for teachers. Tells of the many ways
in which children adjust themselves to the difficulties
in home and school. An excellent approach to the un-
derstanding of human nature, and a good introduction
to the study of abnormal psychology.

PROBLEMS OF CHILDHOOD AND YOUTH

*VAN WATERS, MIRIAM—YOUTH IN CONFLICT. (N.Y.,
New Republic, Inc., 1926. \$1.00). Largely case studies
of adolescent and pre-adolescent youth, but certain
principles very definitely emerge. An indispensable
little book for parents, teachers, and social workers.

*VAN WATERS, MIRIAM—PARENTS ON PROBATION.
(N.Y., New Republic, Inc., 1927. \$1.00). A book for
parents and all others interested in the welfare of
youth. It shows how frequently the misbehaviour and
delinquencies of children can be traced back to un-
happy home conditions. Numerous case illustrations.
Dr. Van Waters is a woman with rare insight into the
problems of human beings.

*SAYLES, MARY B.—THE PROBLEM CHILD IN SCHOOL
(N.Y., The Commonwealth Fund, Division of Publica-
tions, 1929. \$1.00). A splendid study of problem chil-
dren as made by a visiting teacher at work. Case
studies are thoroughly worked out to show casual fac-
tors, treatment, and results. An especially valuable re-
ference for teachers.

*SAYLES, MARY B.—THE PROBLEM CHILD AT HOME.

(N.Y., The Commonwealth Fund, Division of Publica-
tions, 1928. \$1.50). A well illustrated study of the
factors which produce problem children in the home.
Analysis of difficulties, treatments attempted, and re-
sults are given. One of the most helpful books avail-
able.

PROBLEMS OF CHILDHOOD AND YOUTH

*BUILDING CHARACTER. (Chicago, University of Chi-
cago Press, 1928. \$1.00). A small compact book con-
taining the contributions of about twenty-five American
educators to the problems of character building. Sum-
marizes much of the most recent literature on this dif-
ficult subject.

INTELLIGENT PARENTHOOD. (Pub. as above, 1926.
\$2.00). Contains the text of some twenty lectures de-
livered at the Chicago Child Study Association Con-
vention on parent-child relationships. A body of excellent
material.

*JOHNSON, MARIETTA L.—YOUTH IN A WORLD OF
MEN. (N.Y., Day, 1926. \$2.50). Effective education
must be based upon child nature and needs. Creative
work is the key note of the new type of school de-
scribed by Mrs. Johnson. An actual experimental school
of several years standing is the basis of the exposition.

*FLETCHER, JOHN—THE PROBLEM OF STUTTERING.
(Toronto, Longmans, 1928. \$2.25). Presents several
theories of stuttering. Exposes the quack methods of
treatment commonly in vogue. Regards stuttering as
a manifestation of nervous disorders. Suggests treat-
ment for both young and old stutters.

GIFTED CHILDREN

*HOLLINGWORTH, L. S.—GIFTED CHILDREN, THEIR
NATURE AND NURTURE. (Toronto, Macmillan,
1929. \$2.00). An outstanding book on the topic. Dis-
tinguishes the characteristics of gifted children and
shows how to make the most of them. Numerous case
illustrations.

STEDMAN, LULU M.—THE EDUCATION OF GIFTED
CHILDREN. (Chicago, World Book Co., 1924. \$1.80).
Throws a flood of light on the abilities and interests of
gifted children. Contains a number of excellent case
studies and many illustrations of constructive activities.

MENTAL DISTURBANCES

*FISHER, V. E.—AN INTRODUCTION TO ABNORMAL
PSYCHOLOGY. (Toronto, Macmillan, 1929. \$2.60).
One of the simplest and clearest expositions of varieties
and inter-relations of functional mental disorders. Men-
tal abnormalities are regarded as disorders of person-
ality.

BURNAM, WM.—THE NORMAL MIND. (N.Y., Appleton,
1929. \$2.75). A splendid introduction to the study of
mental health. Chief emphasis is laid upon the mental
health of normal children. Particularly valuable to
students of human psychology.

*HART, B.—PSYCHOLOGY OF INSANITY. (Cambridge
University Press, 1912. \$1.00 or 2s, 6d.). Covers the
recent developments in abnormal psychology which have
yielded results of fundamental importance. Systematic
treatment of elementary principles. Very readable.

*MYERSON, A.—THE PSYCHOLOGY OF MENTAL DIS-
ORDERS. (Toronto, Macmillan, 1927. \$1.40). A
Popularly written little text by an outstanding author-
ity on the subject. Shows numerous points of relation-
ship between normal and abnormal behaviour.

*WHITE & FISHBEIN—WHY MEN FAIL. (N.Y., Cen-
tury, 1928). \$2.00). Deals with the major causes of
failure in business, in domestic life, in social life, and
in the attempt to find a reasonable degree of happiness
throughout life. There is one chapter on Why Women
Fail.

TRAINING OF BACKWARD CHILDREN

*INSKEEP, A. D.—TEACHING DULL AND RETARDED
CHILDREN. (Toronto, Macmillan, 1929. \$2.00). One of
the best books on this subject. Contains a wealth of
suggestions for class and individual instruction. Rec-
ognizes the peculiar capacities as well as limitations of
backward children.

*WHIPPLE—MAKING CITIZENS OF THE MENTALLY
LIMITED. (Bloomington, Ill., Public School Pub. Co.,
1927. \$2.00). Education is regarded as training in
social living. Emphasis is placed upon character train-
ing and citizenship. Many suggestions given for teach-
ing the various school subjects.

*DESCOEUDRES—EDUCATION OF MENTALLY DE-
FECTIVE CHILDREN. (Boston, Heath, 1928. \$2.00).
A summary of the best procedures that are known for
training defective children—training the senses and at-

tention, physical training, hand work, object lessons, speech training, and mastery of school subjects.

TERMAN, L. M.—THE MEASUREMENT OF INTELLIGENCE. (Boston, Houghton, 1916. \$2.00). The standard text dealing with the measurement of intelligence. Contains the complete text of the Terman Revision of the Binet Scale, with directions for giving and scoring.

HOLLINGWORTH, L. A.—SPECIAL TALENTS AND DEFECTS. (Toronto, Macmillan, 1923. \$1.60). Deals with the extreme ranges of ability in various fields; music, reading, composition, mathematics, and drawing. Suggestions for special teaching.

DAVIES, S. P.—SOCIAL CONTROL OF THE MENTALLY DEFICIENT. (N.Y., Crowell, 1930. \$3.00). A very sane and thorough treatment of the subject. Chapters on the causes of mental deficiency, characteristics of defectives, means of social control such as sterilization, segregation, and the like.

PROBLEMS OF DELINQUENCY

ADDAMS, JANE and OTHERS—THE CHILD, THE CLINIC AND THE COURT. (N.Y., New Republic, Inc., 1927. \$1.00). Twenty-eight lectures by as many authorities on personality difficulties, studies of behaviour, juvenile court problems, and probation systems.

***ADDAMS, JANE—THE SPIRIT OF YOUTH AND THE CITY STREETS.** (Toronto, Macmillan, 1926. \$1.75). Chapters: The Quest for Adventure, The House of Dreams, Youth in Industry, Thirst for Righteousness, etc. A book worthy of its author.

***BURT, CYRIL L.—THE YOUNG DELINQUENT.** (N.Y., Appleton, 1925. \$5.00). A detailed study of the causes which bring children into the Juvenile Courts of London. Principal factors: bad inheritance, unhappy homes, evil environment, mental and physical handicaps, undesirable companions, etc.

HEALY, WM.—THE INDIVIDUAL DELINQUENT. (Boston, Little, Brown & Co., 1922. \$7.00). Nature and causes of anti-social and criminal behaviour among juveniles. One-hundred and seventy-five case studies. Ranks with Burt's book as a leading classic on the subject.

*Books marked thus are considered to be most useful for parents, and for the general reader.



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Vol. XII

EDMONTON, MARCH, 1932

No. 7

MUNSON SCHOOL DISTRICT No. 2317
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Editorial

PAYMENT FOR EASTER WEEK

"If I attend the Easter Convention will the School Board have to pay my salary?" This question is so common as to be classed as "chronic" and a general answer should save many individual replies. The fact seems to have escaped the attention of many teachers that the new *School Act* (Section 161-3) provides that:

"(3) Every teacher shall be paid his annual salary in ten or twelve equal monthly instalments due on the last day of each month, and it shall be the duty of the Board liable for the payment of salary to make due provision for such payment."

If this means anything at all, a teacher is entitled to receive the equal monthly instalments for March and April irrespective of whether or not he attends the Easter Convention, or whether or not he attends school on the Tuesday, Wednesday, Thursday and Friday following Easter Monday.

We have also been asked on several occasions whether or not teachers are "allowed" to teach during Easter week and obtain pay therefor. *The School Act*, Section 144 (3) provides:

"All schools shall have as an additional vacation period the four days immediately following Easter Monday:

Provided that in all school districts the Board of Trustees and the teacher may by *mutual agreement* arrange for the operation of the school during the teaching days of Easter week, in which case such days shall be regarded as legally authorized teaching days."

It should be noted that both parties—board and teacher—must be mutually agreed: neither teacher nor board can force the hand of the other party in this regard.

The further question then arises as to whether or not, in the event of a teacher teaching Easter week (Tuesday, Wednesday, Thursday and Friday only—Monday is a statutory holiday anyway) and the total number of teaching days in the calendar year exceeding 200, the teacher can claim more than a year's salary. Section 162 of *The School Act* gives the teacher the right at the end of each year's service to claim salary for every teaching day in the event of there being more than 200 teaching days including: days actually taught; fall convention days; days during which school is closed on legally authorized teaching days by order of the School Board; election days when school is used as a poll; days during sickness of the teacher and days during which school is closed for epidemic. This section provides also that a teacher who has taught during two consecutive terms on

every day the teacher could possibly operate the school (together with the days in the above enumeration) may claim the full year's salary, even though there be less than 200 days altogether.

THE U.F.W.A. Convention passed a resolution asking the Government to provide for teaching Grade XII in rural schools. They rejected a resolution that Grade XII be required for Normal entrance.

It is hard to understand why the first resolution should be adopted without the second. Without a continuous supply of teachers equipped to teach Grade XII there is small probability of it being taught.

It is obvious that even with teachers with Grade XII standing but having no further academic preparation, such teachers and their pupils will be under a great handicap as compared with schools in which the teachers have a university training. After all, Grade XII work is of university level. The "break" between Grades XI and XII is admittedly greater than any other in the High School course, probably most emphatically so is the case in the Mathematics and Science. It requires a specialist to give adequate instruction in Grade XII subjects, some would say particularly in Algebra, Geometry and Mechanics. It would be difficult for years to come to obtain teachers for the Grade XII work in Languages in the rural schools.

Then, again there is the question of time. Where is the time to teach Grade XII in the rural schools? Such an undertaking can mean but one thing, viz.: the teacher would be forced to give such instruction outside school hours. If he or she takes the time during school hours we shall hear a nice rumpus in "the district." The teacher will be accused of neglecting the lower grades—and the accusation will probably be true. The proposal boils down to extracting an extra pound of flesh from teachers who are already overworked during school hours and in all too many cases, grossly underpaid.

It is unfortunate that people who are undoubtedly sincere in their desire to raise our educational standard cannot have a little more vision as to how it should be done. It is obvious that a rural child has the same right to Grade XII as has any other child. *But it will take money to render such service decently and to save it from being a farce.* This phase of the question is surely serious at present and possibly for years to come, while Alberta is forced to hand out hundreds of thousands of dollars in unfavorable exchange to manipulators in New York. We commend this aspect of the problem to our good friends of the U.F.W.A.

HELEN LOUISE WATT

In the death of Miss Helen Louise Watt on Tuesday, February 9th, 1932, the teaching profession—not in Calgary alone, but throughout the whole province—suffered a distinct loss. For the past seventeen and a half years Miss Watt had been a member of the staff of Hillhurst Public School, Calgary. During that time the high quality of her work, and the sincerity and kindness of her manner won for her the respect and affection of all who came in contact with her.

Coming as a result of unexpected complications following an operation from which she seemed to be favorably recovering, her death was a severe shock to the large community of her friends.

She was born at North Head on the Island of Grand Manan, New Brunswick, and came to Alberta in 1912. After teaching for a short time at Langdon, she attended the Normal School at Calgary. She was a member of the staff of the Banff schools the following year, after which she moved to Calgary where she remained until her death.

As a teacher she was earnest and competent winning highest commendation from inspectors and supervisors. As an A.T.A. member, she was keenly interested in raising the status of her profession. Her outlook upon questions of teaching practice was alert and sane, not easily stamped into accepting novel ideas simply because they were novel, yet not refusing to welcome new things that had been proven good.

Her interests outside school were many and varied. She was fond of Art and Music, and took a keen delight in the work of her church, St. Stephens, Calgary, where she served as a teacher in the Sunday School.

She will be remembered for her ideals of daily service, for her efficient workmanship in the task she loved, for her affectionate interest in her pupils, and for a singularly beautiful and unselfish character.

Teachers who knew her join in tendering their sympathy to the family bereaved by her death.

NOTICE!

The Annual General Meeting of the Alberta Teachers' Alliance will be held in Central United Church, Calgary, commencing at 2:30 p.m., on Monday March 28th, 1932.

EDUCATIONAL RESEARCH DEPARTMENT

EDUCATIONAL RESEARCH COMMITTEE, 1931-32

Chairman—C. O. Hicks, M.A., 10611 112th St., Edmonton.
 Dr. C. B. Willis, 11504 96th St., Edmonton.
 Dr. M. E. Lazerte, University of Alberta, Edmonton.
 Dr. C. Sansom, Provincial Normal School, Calgary.
 A. E. Rosborough, M.A., 9913 88th Ave., Edmonton.
 M.L. Watts, B.A., 708 Crescent Road, Calgary.
 Wm. Wallace, M.A., F.R.S.E., Campsie.
 Miss Mary Fowler, M.A., 510 Eighth St., Medicine Hat.

This Department exists to inform the teachers as to what is being done in Alberta and elsewhere in the field of Educational Research.

Any member of the Research Committee will be pleased to receive material for this column or to get in touch with any person interested in carrying out any endeavor in this field.

The courtesy of A. E. Rosborough is acknowledged in editing this Department for the months of January, February and March.

HOME STANDARDS AND SCHOOL CHEATING

An investigation was recently conducted by leading psychologists in the United States to discover the factors responsible for character formation in children. One of the factors whose effect on the habits of school children was studied, was that of home influence. For purposes of experimentation, one particular character trait was considered as representative of habits and standards in general. That trait was deceit. A thorough system of tests was devised to measure the tendency of pupils to cheat in their school work.

The pupils were given an Arithmetic speed test under conditions which made cheating impossible. A second time they were given the same test with no opportunity to cheat. Then these two trials were called practise tests, and the same test was given again with the pupils encouraged to do their best. This third time, the pupils were allowed to mark their own papers, and they were given sufficient time that if they wished to add something to the work that they had already done, they might do so, and thus gain additional marks dishonestly. By comparing the work done by the pupils on this third test with that done on the two former tests, it was possible to measure the amount that each pupil had cheated.

Home influence was more difficult to measure. However, a set of questions was devised by the examiners, and answered by the pupils, which did give a fair indication of the standard of living and the ideals of the home of each boy or girl. On the basis of the answers which the pupils gave to these questions about their home, each home was given a score representing its social and cultural level.

The next step was to observe whether any relationship existed between the standards of the home, and the tendency of the boy or girl to take advantage of the opportunity to cheat. Below is a numerical statement of the results obtained from 1247 children in a number of different schools:

Cultural Standing of the Home	Percentage of Children of this Cultural Level Who Cheated
16	13
15	11
14	11
13	27
12	28
11	34
10	33
9	35
8	39
7	35

These figures show a decided tendency for an

increase in the amount of cheating as the cultural standing of the home decreases. In other words, the children from the homes where the standard of living is high seem less likely to cheat in their school work than the children from homes where the standard of living is low.

—Stanley Rands, School of Education,
University of Alberta.

A new technique in science education is being introduced to the school world by Science Service, the institution for the popularization of science, through an experimental series of science addresses recorded phonographically by eminent scientists.

A novel type of long playing phonograph record, reproducible on any ordinary phonograph, will bring to classes the voices of America's science leaders. The durium record used is so inexpensive that cost will not be a barrier to its wide use as a new teaching tool. The records were demonstrated at the recent meeting of the National Education Association in Washington, D.C.

"The science classes of American schools will have the opportunity of meeting eminent scientists through the medium of these new phonograph records," Watson Davis, managing editor of *Science Service*, explained. "Science instruction will be vivified and the work of the teacher will be made more effective.

"The Science Service phonograph records will not usurp the place of the teacher. It will be just as though Dr. Millikan and the other six scientists we have recorded were to visit the teacher's classroom and deliver short talks to the pupils."

Seven of America's leading scientists have co-operated with Science Service in this educational experiment. Dr. Robert A. Millikan, Nobel prize physicist, talks on "The Rise of Physics;" Dr. John C. Merriam, President, Carnegie Institution of Washington, tells of "The Record of the Rocks"; Dr. Edwin G. Conklin, Princeton University, talks on "The Mystery of Life"; Dr. L. H. Baekeland, inventor of bakelite, speaks on "Chemistry and Civilization"; Dr. William H. Welch, Johns Hopkins University, talks on "The Fiftieth Anniversary of the Discovery of the Tubercle Bacillus"; Dr. William M. Mann, director, National Zoological Park, talks on "Our Animal Friends"; and Dr. Karl T. Compton, President, Massachusetts Institute of Technology, discusses "Science and Engineering."

With each phonograph record the teacher will be furnished a beautiful gravure process portrait of the speaker for display while the record is played to the class. As Science Service is an en-

A New High School Textbook

GEOGRAPHY OF COMMERCE FOR CANADIANS

By G. A. CORNISH, B.A., *Professor of Science, Toronto University.*

Believing that it is far preferable educationally to develop in a pupil a taste for Geography, rather than fill his mind with information in such a way as to give him a permanent dislike for the subject, the author has made his writing as attractive as possible. The book consists of 476 pages and contains over 188 illustrations, including many maps, some of which have never before been published and which have been specially prepared for the author by the Natural Resources Intelligence Service at Ottawa.

The following is a list of contents:

Section I—COMMODITIES and INDUSTRIES

Agriculture—Cereals—Vegetables and Fruit—Live Stock, Dairying and Meat Packing—Tea, Coffee, and Cocoa—Tobacco—Sugar—Rubber—Weaving and Spinning—Cotton—Flax and Linen—Woolen Textiles—Silk—Artificial Silk—Forest Products—Pulp and Paper—Fur and Fur Trade—Hides and Leather—Mining—Gold—Iron and Steel and their Manufacture—Petroleum and Natural Gas—Coal and Coal Products—Other Minerals—Silver, Copper, Nickel, Aluminum, Asbestos, Salt, Sulphur, Building Stone, Road Making Materials—The Fisheries—Hydro-Electric Power.

Section II—COMMERCE and TRANSPORTATION

Commerce—Some Commercial Centres—New York, San Francisco, Chicago, Buenos Ayres, Rio Janeiro, Yokohama, Singapore—Transportation—Transportation Routes of the World.

Section III—THE BRITISH EMPIRE

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dowed educational and scientific institution not operated for profit, the set of seven records and portraits will be made available at the very nominal cost of only \$3 for the set.

Since the Science Service phonograph records can be used at any time at the discretion of the teacher, it is believed that they will be more adaptable to the classroom than radio instruction. Since the Science Service phonograph records are inexpensive, they will prove more widely available than motion pictures. Surveys have shown that practically all schools own or have access to phonographs on which the records can be played.

Chemical science made possible the low cost of the Science Service long playing phonograph records. The durium record used consists of a thin layer of synthetic resin applied to a piece of press-board. The strength of this man-made resin allows the sound grooves to be placed very close together, nearly doubling the time of playing. The durium resin also assures long life and faithful reproduction of the sound.

Science Service has its offices in the building of the National Academy of Sciences and the National Research Council in Washington, D.C. and it functions under the control and auspices of the leading scientific organizations of America. Dr. J. McKeen Cattell, the eminent psychologist, is President and Dr. W. H. Howell, the eminent physiologist, is Vice-president and chairman of its executive committee. Its trustees include such eminent scientists, educators and public men as: Dr. Burton E. Livingston, Johns Hopkins Uni-

versity; Dr. Raymond Pearl, Johns Hopkins University; Dr. R. A. Millikan, California Institute of Technology; Dr. David White, U. S. Geological Survey; Dr. Vernon Kellogg, Secretary Emeritus, National Research Council; Dr. C. G. Abbot, Secretary, Smithsonian Institution; Dr. H. E. Howe, Editor, *Industrial and Engineering Chemistry*; Dr. John H. Finley, Associate Editor, *New York Times*; Marlen E. Pew, Editor and Publisher; Mark Sullivan, Writer, Washington, D. C.; Harry L. Smithton, Cincinnati, Ohio; Robert P. Scripps, Scripps-Howard Newspapers; and Thomas L. Sidlo, Cleveland, Ohio. Science Service publishes the weekly summary of current science, the Science News Letter, and furnishes authoritative news reports on science to co-operating newspapers.

Teachers, Attention !

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Election Notes

TO THE MEMBERS OF THE ALBERTA TEACHERS' ALLIANCE

I hereby announce my candidature for the office of Vice-President.

I appreciate the confidence placed in me by the locals sponsoring my nomination and in loyalty to them I respectfully solicit the support of the members of the Alliance.

My experience on the Executive as District Representative for two terms has placed me in touch with the many problems confronting the Alliance.

The fact that we are confronted with a depression has made more imperative the necessity of a suitable Teachers' superannuation scheme. Closer co-operation with the various organizations connected with educational work is vital. Our magazine is one medium through which we can promote better relations.

If elected I will endeavor as in the past to work for the betterment of the status of the teacher, both rural and urban.

Respectfully yours,
GEORGE WATSON.

TO ALL MEMBERS OF THE A.T.A. IN S.W. ALBERTA

Having been nominated by the Champion-Carmangay Local for election to the position of district representative on the Provincial Executive, I desire to state what I consider should be stressed by that Executive during the coming year.

We face a difficult year. I believe we should, more than ever before, strive for the following:

1. A satisfactory pension scheme for the teachers of Alberta.
2. The strengthening of the Alliance.
3. Increased security of tenure for the teachers.
4. A literal interpretation of our motto, "Magistri, neque servi."

If elected to office, I shall do all in my power to promote whatever may be good for the Alberta Teachers' Alliance.

W. L. IRVINE, Vulcan, Alberta.

To my fellow-members of the Alberta Teachers' Alliance, Inc., in the Northern Alberta Geographic District:

Dear Fellow-Teachers:—I have been honored by being nominated as a candidate for the office of Geographic Representative for Northern Alberta on the Provincial Executive of the Alberta Teachers' Alliance, Inc.

If honored by being elected to this office, I shall strive at all times to work in the best interests of the Alberta Teachers' Alliance.

I am in favor of pressing the claims of the Alliance for an adequate Pension Scheme.

I pledge to join my efforts with those of others who are endeavoring to obtain greater security of tenure for members of the teaching profession.

I would use my influence toward securing a Provincial Salary Schedule which would take into

consideration the number of years' experience.

I am in favor of any feasible scheme that will contribute to the enlargement of the membership of the A.T.A., especially in the small towns and rural districts.

I am in favor of the continued improvement and enlargement of *The A.T.A. Magazine* so as to make it absolutely indispensable to teachers. I also believe every effort should be exerted to continue the Trustees' Section as I feel that this can only result in a better spirit of co-operation between teachers and school boards.

Inasmuch as the Rural Municipality now constitutes the tax-collecting and financing body for the rural schools, I am in favor of continuing the policy of the Alberta Teachers' Alliance, Inc., in the past, of pressing for a larger Administrative Unit.

I have been a member of the A.T.A. for several years and, whether elected or not, shall continue to serve the organization to the best of my ability.

Yours very sincerely,
R. M. SHERK.

TEACHERS OF CENTRAL ALBERTA

Dear Fellow Teachers:

As Candidate for the position of Geographic Representative for Central Alberta, I solicit your support and influence which will be greatly appreciated.

My friends nominated me to this position because I am personally acquainted with the District and also because they think my outstanding accomplishment is: getting everybody to work and doing nothing myself! There may be more truth than poetry in their accusation, but you will agree that "getting everybody to work" is quite an accomplishment and "Some Work".

If elected, the following are a few of the ways in which I hope to get everybody to work:

1. To aspire to familiarize teachers, members and non-members with the Platform of the Provincial A.T.A. by intensive study and discussion of each "plank."
2. To use my influence to organize Locals and those Locals in turn to extend their influence to every teacher in their locality.
3. To encourage Locals to exchange Programmes, thus creating interest and establishing a point of contact.
4. To influence teachers and all those interested in education to put forth every effort for the furtherance of the work of "School Week". I do not hesitate to say that in many districts at the present time it is unknown. Even teachers will admit they have never heard of it.

I hope to influence Locals to financially assist in obtaining suitable speakers for that week.

5. I hope through the Locals to influence teachers to organize School Festivals including Music, Drama and Singing.

6. I believe in teachers thinking more actively and acting more "thinkingly" in securing co-operation for the cause of Education.

In every way possible I hope to help teachers to help themselves.

Entirely yours,
J. SUNDBERG.

OUR TEACHERS' HELPS DEPARTMENT

OUTLINE FOR APRIL

By Courtesy of Calgary School Board

GRADE I.—

READING

One or more supplementary primers. Stress phrase drill and aim for fluency and natural expression. Have individual pupils read whole section or page to the class. Teach names of letters.

LANGUAGE

Oral Language Lessons:

Aim—To get two consecutive ideas of concrete objects plus action, i.e., What are you? (concrete); What do you do? (action).

Talks:

- (1) Weather (Continue March Outline).
- (2) Nature Study. Marbles, Tops, Hop-scotch, etc.
- (3) Health. General topics.

Pictures—See Art Course.

Dramatization—Rhythmical games. Outdoor play.

Stories—All about Peter Rabbit. Mrs. Speckledy Hen. David the Shepherd Boy.

Written Language—Get written sentence idea through correct answers to written questions, riddles, etc.

Question: "Can you run?" **Written answer**: "I can run."

Question: "Is your kitty black?" **Written answer**: "My kitty is not black."

MEMORIZATION

Sun and Rain; The Rain is Raining All Around; Frisky Lamb.

ARITHMETIC

Combinations and separations "3 more" and "3 less." Column adding. Picking out greatest and least and arranging in order of size such numbers as: 27, 14, 83, etc. Oral problems as in March. Have pupils make problems and put them to the class.

HYGIENE

Simple treatment of scratches, cuts, bruises, burns (See Course).

NATURE STUDY

Spring Activities—House cleaning, removing double windows and doors; digging gardens or plowing fields; early planting of seeds, as lettuce, radish, and sweet peas by the children.

Baby Animals—Colts, calves, lambs, pigs; their characteristic play and their calls. The hatching of chickens at home. The sweet odors of spring in the woods and in the fields; the growing grass and how the animals enjoy it.

Birds—The return of the birds; their chief occupation; their hard work; their songs; their nests as they can be found; the color of their eggs as they can be observed; the birds' enemies. Care should be taken not to harm the birds' homes or eggs or little ones.

The early piping of frogs in the spring.

The changing color of the fields and woods.

WRITING

Teach capitals A, O, and I, and incidentally, such other capitals as the class may require.

GRADE II.—

READING AND LITERATURE

(a) Reading—

- (1) The Origin of Pussy Willows.
- (2) The Ugly Duckling.
- (3) Frogs at School.
- (4) The Chickens.
- (5) Supplementary Reader.

(b) Literature—

- (1) Little Seed.
- (2) The Rainbow.
- (3) Rain.

(c) Stories for Telling—

- (1) Easter Story (Bible).
- (2) Mrs. Chinchilla.

LANGUAGE AND COMPOSITION

A. Oral Topics—The Coming of Spring. Baby Birds and Animals. The Street Cars. Skipping Rope Fun.

C. Teach and use in sentences: ate, eight; here, hear; for, four; to, too, two.

CITIZENSHIP

First Week—Truth Week. Stories and dramatizations to show need of this. Bring out pleasure gained by being trustworthy. Aim to be a good example to younger boys and

girls. Include stories of faithfulness shown by animals to man.

Second Week—Courage and bravery. Stories and dramatizations. E.g., Peter and the Dyke. A Cat Saves Her Kittens from a Burning Barn. Ref.: The First Golden Rule Book.

Third Week—Good Manners Week. Review of correct conduct for all occasions. Discourage loud laughing and talking in public places. Discuss correct behaviour when at a musical concert. Deportment.

Fourth Week—Lessons on control of speech. Special reading lessons to help voice control. Care to answer correctly and politely. Avoid speaking rudely to anyone else. Do not "answer back" as applied to home and school.

ARITHMETIC

Review all combinations and teach 2-column addition. Drill in writing numbers in words. (Correct spelling). Drill in writing numbers in figures, from dictation and from the written form. Give practice in putting down sums of money from dictation. (It is suggested that these sums be always written in columns, dollars under dollars and cents under cents, thus saving time when addition and subtraction are taught). Teach the idea of $\frac{1}{3}$, i.e. that $\frac{1}{3}$ is one of 3 parts, all equal.

NATURE STUDY

Animals—Gopher, muskrat, badger.

Birds—Bluebird and robin—Study habits, nest, song, food-getting, etc.

Plants—Spring flowers—Pasque flower, colt's foot. Encourage individual garden plots.

PHYSIOLOGY AND HYGIENE

2nd Week—Play—Outdoor play gives us stronger muscles, better lungs, stronger bones, rosier cheeks and makes us happier.

3rd Week—Safety First—Safe places to play and why.

4th Week—Safety First Poster.

GRADE III.—

READING AND LITERATURE

Silent—Joseph and His Brethren.

Oral—Eastern Legend. Iris. Joseph and his Brethren.

Story Telling—The Tin Soldier. Where go the Boats? The Night Wind.

Dramatization—How the Little Kite Learned to Fly.

LANGUAGE

(a) **Oral**—Our Prairie Pasque Flower (Crocus); A Trip out of the City; A Bird's Nest; The Garden; My Doll.

(b) **Formal**—Teach abbreviations for gallon, quart, pint; ounce, pound; yard, foot, inch. Continued sentence and letter writing with use of easy phrases beginning with: of, by, with, in.

(c) **Vocabulary Building**—Writing questions beginning with how, when, where, what, and answering these in short sentences.

CITIZENSHIP

(a) Punctuality.

(b) Work—Not neglect home assignments—promptness in school work.

(c) Stories:

1. Too Late (Conduct Stories by Gould).
2. The Choice of Hercules.
3. The Girl who would not Work.
4. The Elves and the Shoemaker.

ARITHMETIC

1. Time tests in addition and subtraction.
2. Teach 7 times, $\frac{1}{7}$, (m. and d.).
3. Teach ounce and pound.

NATURE STUDY

The following flowers may be studied between now and the end of the term: Pasque flower, three-flowered aven, buffalo bean, vetch, cinquefoil, silver-weed, shooting star, pixie, anemone, flax, blue-edged grass, wild rose, saskatoon, wolf-willow. Obtain, if possible, some frogs' eggs and let class observe development.

HYGIENE

Our teeth—care of them; their importance to us.

GRADE IV.—

READING AND LITERATURE

Silent Reading—Antonio Canova. An Explorer's Boyhood.

Oral Reading—The Coming of Angus Og. The Crocus Song.

Literature—The Shepherd's Song. A Ride for Life. An April Morning.

Memory Work—In April. April Rain.
Story—Proserpine.

LANGUAGE AND COMPOSITION

- Numerous exercises in homonyms and synonyms, words with opposite meaning and the use of "a" and "an."
- Description of interesting scenes. E.g., "Columbus at Court."

SPELLING

Remaining words in Supplementary List.
Memory Work Spelling.

CITIZENSHIP AND HISTORY TALKS

Public Parks and Playgrounds—Attitude towards these. (Protect our trees). Civic clean-up week.
Order—Value of system and promptness—in work and play.

Early Days in Alberta.

NATURE STUDY

Bird Study—Return of the birds from winter habitat—Bluebird, Meadow Lark, Robin.
Animal Study—Gopher, coyote and badger.
Flowers—Crocus and violet.

GEOGRAPHY

Map making of Calgary (use scale). Map to include rivers, chief roads, main buildings, street car lines, etc.

HYGIENE

Sleep and Rest—Why we need sleep; bedtime—eight o'clock; getting ready for bed—washing, brushing teeth; sleeping alone; flat pillow; light, warm covers; open window; rest periods during the day while playing; care of eyes while reading; getting up promptly when sleep is ended; position in bed—body stretched out at full length; outside sleeping porch.

GRADE V.—READING AND LITERATURE

Oral Reading—Don Quixote and the Windmills.
Memory Work—The Daffodils. (Temple Poetry Book 4.) or Miriam's Song.

Silent Reading—Bruin and the Cook.

Literature—Don Quixote.

Story Telling—William Tell.

SPELLING

Complete Supplementary List: Words from other subjects.

HISTORY AND CITIZENSHIP

Stories of the beginning of centres of population as at Indian Head, Regina, Macleod, Prince Albert, Edmonton, Medicine Hat, Calgary and other places previously posts or frontier forts; accounts of how such places were named.

ARITHMETIC

April, May and June Review.

GEOGRAPHY

- Railroad Trip—from Lloydminster to Jasper, C.N.R.
- North with the Buffalo (Wainwright, Tofield, Edmonton, McMurray, Waterways, Lake Athabaska, Slave River).
- Lakes of Alberta and their value.

PHYSIOLOGY AND HYGIENE

The teeth and foods. (1) Care of teeth and gums. (2) Review of teeth. (3) Foods—proteins. (4) Foods—fats.

GRADE VI.—READING AND LITERATURE

Literature—Horatius.

Silent Reading—On Making Camp.

Story Telling—St. George.

Oral Reading—Horatius.

Memorization—Choice of (1) A Country Walk, (2) If I Forget, (3) The Soldier.

LANGUAGE AND COMPOSITION

- Paragraphs—(History, Nature Study, etc.).
- Stories of two or more paragraphs.
- Little plays—enlargement of direct narration.

GRAMMAR

- Clauses; Suggested Exercises; Similar to those suggested under Phrases.
- Conjunctions; Suggested Exercises (1) Selecting conjunctions joining words, (2) Selecting conjunctions joining phrases, (3) Selecting conjunctions joining clauses, (4) Review combination of simple sentences stressing use of suitable conjunctions.

SPELLING—Finish "demons."

HISTORY AND CIVICS

Explorations of Eastern North America—Leif Ericsson, Cartier, Hudson, Champlain, LaSalle.
The Church and the Indians—The Huron Missions; their destruction.

ARITHMETIC

Problems which necessitate the use of fractions.
Percentages—25 per cent equals $\frac{1}{4}$, etc.

NATURE STUDY

- Study of a fish, e.g., whitefish, salmon.
- One insect (suggestions: butterflies, moths, house-fly, grasshopper, dragon-fly, bumble bee, wasp, mosquito).

GEOGRAPHY

- Mexico and Central America, (b) West Indies, (c) South America—general study.

GRADE VII.—

LANGUAGE AND COMPOSITION

- Enunciation Work—Apply in Memory Work—give special attention to final consonants. See text, pg. 145.
- Criticism of clippings.
- Essay work continued—Nature of essay adapted to need of class.
- Use of the apostrophe. See text, pg. 213

GRAMMAR

Teach the correct use of: (1) Preposition, (2) Conjunction, (3) Adverb.

SPELLING

- Supplementary words—39 "advertisement" to "suggestion."
- Review.

HISTORY AND CIVICS

Early British Period.

- Beginning of British Rule. (1) Murray and Carleton. (2) Quebec Act.
- The Loyalists: (1) American Revolution. (2) Treatment of Loyalists in States and in Canada. (3) Request of Loyalists—Constitutional Act.

ARITHMETIC

Simple Interest, Bills and Accounts.

GEOGRAPHY

April to May 15 (or thereabouts): Africa as outlined.

PHYSIOLOGY AND HYGIENE

General prevention; habits of personal cleanliness—wash hands before meals—use of individual cup and towel—use of handkerchief—refrain from spitting, etc. Keeping up a high resistance to disease—become immune if possible through vaccination or inoculation—detection of early cases—disinfection of linen, dishes, etc.—quarantine—pasteurization of milk—protection of water and food supplies—destruction of flies. —Lister.

GRADE VIII.—GRAMMAR

- Direct, indirect, adverbial objective. (2) Direct uses of nominative case. (3) Positions of adjectives and adverbs in sentence. (4) (a) Auxiliary verbs, (b) irregular comparisons, (c) formation of plural and gender forms of nouns, (d) principal parts of verbs.

ARITHMETIC

- Teach the cheque and promissory note forms. (2) Review interest. (3) Teach compound interest.

HYGIENE

April and May:

- Water Supply—as per Course; (2) The fly problem—as per Course.

HISTORY

British and Canadian—Section 12, Course of Studies.

LITERATURE

The Last Fight of the Revenge; King Robert of Sicily.

CIVICS

Balance of section (f), Course of Studies.

COMPOSITION

Social and Friendly Correspondence.

Classroom Hints

COMPOSITION AND LANGUAGE

As one looks through the winter language work as outlined for the month, one is inclined to feel that the aim of composition stressed here is rather that of formal excellence than help in the cultivation or expression of idea. I don't want to belittle formal excellence, but it seems to me that a reminder that growth in idea, and power in original and interesting expression of that idea is specially, if not more important, and that the outlines hardly do justice to this aspect of language work. I was most interested recently in a chapter title in Hughes Mearns' book "Creative Power"—"All God's Children." My choice of chapter title was "All God's Children's Got Wings," until I remembered that all God's Children are not permitted to use them. He begins his chapter, "I visit many schools which, in spite of a modern cheerfulness and a seeming acquiescence of pupils, are to me places where the wings of God's children are gradually and

painlessly removed. High marks are given to them who know least about flying . . ." It seems to me that it is not ill-timed to put in a word of reminder about the wings of God's children, when one comes across suggestions in the outline of this character, however good they may be from the standpoint of formal training.

Get written sentence idea through correct answers to written questions, e.g.:

Ques.: "Can you run?" Written answer: "I can run."

Compare for a moment, this type of work with that which Miss Nell Curtis received from her Grade III. class on the subject of "Thanksgiving" after several months of concentrated effort to get the children to say what they thought and felt, in their own way.

A Hymn of Thanksgiving

1.

We give thanks for the beautiful country that lies around us.
We give thanks for the grains and vegetables and fruits prepared for us,
And we give thanks for the growing trees and flowers about us.

2.

We give thanks for the rain that falls and the sun that shines down upon us,
We thank God for the mountains that tower above and for the rocks that give us shelter and beauty,
We give thanks for the sky above us and the earth below us and the birds that fly between earth and sky . . . etc.

I think that as a means toward the development of originality and interest of expression, you will find (1) the use of other children's work stimulating. Hilda Conkling's poems are good: "Poems by a Little Girl," and "Shoes of the Wind" (Stokes). In "Fifty New Poems for Children" (Blackwell, Oxford) there are a number of poems by children including several by E. W. Tennant, written between the ages of four and nine, among them the rather famous:

"O the towel and the bath
And the bath and the soap
And the soap was the fat
And the fat was the pig," etc.

but one of the best sources of material is the book already referred to, "Creative Power," in which is included much youthful work of great interest.

(2) In the second place try to get the children to work from the world of their own personal experience and to deal with that world sincerely and honestly. Few people can write convincingly of scenes and characters with which they are unfamiliar. Marjorie Pickthall was one of these few. But if you will write sincerely of what you think and feel away inside you, no matter how silly it may seem to you because of its difference from what you have found others to think and feel, it will have the mark of sincerity and individuality about it, and will lead to the development of personality.

(3) It may be necessary, in order to secure this individual product, that confidences will be regarded with respect.

(4) Let children put what they have to say in their own fashion. Miss Curtis, who has been so successful with work of this character among children has said: "If they tell it to me in their own way, it will be good; their own way is always good." This way is very often a species of unrhymed poetry, which Hughes Mearns claims to be the native language of childhood. To read the material he quotes as examples is to be very much reminded of translations of Tagore's poetry.

(5) But the teacher can do much, I think, towards developing that individual style by praising the phrase and idea that has been the result of close and honest observation, and criticizing the platitude and imitated phraseology.

(6) Remember, too, that children are likely to write summaries of experiences in place of making that experience real to the reader by the addition of sufficient detail to round out the picture. Mearns gives us instances in his book of how he worked with one High School pupil to get an expanded story:

"One of the best stories in this collection began with a paragraph or two which rest now in its very middle! In that instance I went back eagerly for more. 'What happened before this?' When I had obtained what happened before this, I went back with even more eagerness to ask, 'But what happened afterward?' and when I had found out what happened afterward I was able to say: 'Do you know, you've got the beginnings of a good story here! But at this spot you sum up a great scene in a sentence. (the black-

face type is mine) Isn't there more really than just that? A voluble recital of the details of the great scene followed. 'Quick,' I cried, 'Write it down, just the way you told it, conversation and all, before it gets cold. That is rich! Alive! Scribble it on any old paper, and we'll insert it in the final good copy.' Several other great scenes were magnified in exactly the same way. We pinned them together, or pasted bits here and there; it was a 'mess' as the author insisted joyfully, before we had that fair copy finally rolled out into its wonderful length. 'Phew!' the author cried, after a two days' typing, 'I didn't know I'd written so much!'"

GRADE V.—HISTORY STORIES

Some of the Interesting Mounted Police Forts in the West

Macleod.—Macleod was established as a N. W. M. P. fort in 1874, and named after the officer in charge of the division stationed there. It was the first of the M. P. forts to be established in the far west and the site was chosen and the fort was erected after the most phenomenal march across an unfamiliar part of the prairie, a march which had lasted all through the summer and well on into the fall. The Mounted Police were to bring security to the great North West by making friends with or subduing the hostile Blackfoot Indians, by putting a stop to the illicit whisky trade carried on by American desperadoes in fortified strongholds, and to preserve the western prairies for Canada. The objective of their difficult march across the prairies in the 1874 summer heat and drought, was then the Blackfoot stronghold in the Porcupine Hills, and the centre of the illicit whisky trade at Fort Whoop-up, established for the purpose of "whooping-up" the exchange of whisky and buffalo robes. This fort was just at the junction of the Old Man and Belly Rivers, a few miles south of where Lethbridge now is. It had been rumored that here seven hundred or a thousand bandits had entrenched themselves. It was a great disappointment to the adventure-seeking police to find on their arrival at this den of iniquity that the desperadoes had abandoned the fort.

It was immediately after this that under the guidance of Jerry Potts, son of a Blackfoot mother and English half-breed father, that the detachment selected their fort site on a sheltered lowland of the Old Man River, twenty miles above Fort Whoop-up. All that fall and early winter of 1874-5, the troops cut trees and sawed logs and built themselves their mud-chinked cottonwood fort, the while their clothes wore to absolute shreds. "Eight hundred miles from reinforcements, on the brink of winter, they set to with axe and shovel at the task of erecting shelter under the supervision of James Farquharson Macleod, then thirty-eight years of age. Macleod was one of the best-looking men of the time. Erect, well-proportioned, slightly under six feet, with no ounce of superfluous flesh, he presented a figure that his soldiers admired, a bearing that his enemies respected." By Christmas time the fort was ready to entertain—their first visitors being the interested and already rather friendly Blackfeet and the missionary John McDougall from Morleyville.

Calgary.—In the fall of 1875, it was decided to halve the patrol of the territory between Fort Edmonton and Fort Macleod by establishing an intermediate post. The site selected was the junction of the Bow and Elbow Rivers. Here, during the crisp fall weather, while the barracks were under construction by the I. S. Baker Company, a fur trading concern which had a trading post of its own in the vicinity but on the east side of the Elbow River, E troop, under Inspector E. A. Brisbois, made dugouts roofed with brush but containing fireplaces. Then the barracks having been completed, it was made the scene of celebration of the second Christmas in the West.

For a time because Forts Macleod and Walsh had been called after their chiefs, it was thought that the new fort would be known as Fort Brisbois. But Asst. Commissioner Irvine, wrote the Minister of Justice that "Col. Macleod has suggested the name 'Calgary'" (the name of the ancestral estate of Macleod's cousins, the Mackenzies, on the island of Mull, Scotland, which he had visited shortly before) "which, I believe" Irvine goes on to say "in Scotch means 'Clear running water,' a very appropriate name, I think." So the Minister of Justice accepted the suggestion, at the same time leaving his own imprint on the name by the omission of the second "r."

Immediately the police had settled at Calgary, the Hudson's Bay Co. moved its post from the Ghost River and the Rev. Mr. McDougall arranged to come every second Sunday from Morleyville to preach.

Regina.—When Irvine became Commissioner of Police in 1880, he had just returned from making a study of the

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famous Irish Constabulary, which led him to propose a number of reforms in the organization of the police. Among them was the establishment of a training centre, where a police recruit, preliminary to entering on active duty, might become familiar with some aspects of his new life. The question was where such headquarters would be located. Swan River, the old starting point for the West in Manitoba was objected to as being too far East; Forts Macleod and Edmonton were equally unsuitable, since they were too far to the West and North, and so by a species of compass and measuring rod scheme, the location of Regina was chosen, on what the Indians called Pile o' Bones Creek. In December, 1882, the portable constructions which were to serve as H.Q. for the M.P. had been set up on the treeless waste of Regina and were ready for occupation. Here the farmer, gardener, clerk, or adventurer of yesterday learned how to handle his horse, administer revenue laws, outwit smugglers or act as Indian adviser.

Medicine Hat—"Indian Place-Names." D. C. Scott.

The race has waned and left but tales of ghosts,
That hover in the world like fading smoke
About the lodges: gone are the dusky folk
That once were cunning with the thong and snare
And mighty with the paddle and the bow;
They lured the silver salmon from his lair,
They drove the buffalo in trampling hosts,
And gambled in the teepees until dawn,
But now their vaunted prowess all is gone,
Gone like a moose-track in the April snow.
But all the land is murmurous with the call
Of their wild names that haunt the lonely glens
Where lonely water falls, or where the street
Sounds all day with the tramp of myriad feet . . .

Some of the large number of Indian names to be found in Alberta: Kleskun, Beaver Indian for "white mud;" Kinuso, Cree for "fish;" Kananaskis, named by Pothsee after an Indian; Chipewyan, Cree Indian name meaning "painted skins;" Waskatenau, Indian name meaning "opening in the banks;" Wapiti, Indian name meaning "mountain goat;" Wabamun, Cree for "mirror."

Medicine Hat.—A translation of an Indian name. The following is from "Place-Names of Alberta," published by the Geographic Board of Canada, Ottawa, price, 25c. (Obtainable also at the Provincial Library, Legislative Bldgs., Edmonton).

"The site of the present city is so called (Medicine Hat) in the report of the North West Mounted Police for 1882 and about this year the first house was erected. Medicine Hat is a translation of the Blackfoot Indian name 'Saamis' meaning head-dress of a medicine man." One explanation connects the name with a fight between the Cree and the Blackfoot tribes, when the Cree medicine man lost his war bonnet in the river. Another connects it with the slaughter of a party of white settlers and the appropriation by the Indian medicine man of a fancy hat worn by one of the victims. One explanation is that the name was applied originally to a hill East of the town, from its resemblance to the hat of an Indian medicine man. This hill is styled Medicine Hat on a map of the Department of the Interior dated 1883. Another with the rescue of a squaw from the South Saskatchewan River by an Indian brave, upon whose head a well-known medicine man placed his own hat as a token of admiration of the act of the rescuer. Still another story says the name was given to the locality because an Indian chief saw in a vision an Indian rising out of the South Saskatchewan wearing the plumed hat of a medicine man.

GRADE V.

Oral Reading and Literature: Don Quixote (a difficult selection)—**Suggestions:**

A. (a) **1st Oral Lesson:** This is a familiar word to you, isn't it? (B.B.) "Knight-errant." What is he? A doctor helps people to be well; a teacher teaches children. What did a knight do? While "redressing wrong" he might have to fight. How was the fight carried on? What weapons would a knight use? How would he protect himself? (Introduce in the course of conversation such words as: squire, encounter, combat, etc., the vocabulary of the age of chivalry and that used in the text). Did a knight ride alone as a rule? What was the duty of the squire? Sometimes a knight wore an embroidered stave. Do you know why? When you build a mental picture of a knight, what type of man do you imagine him to be? Turn to pg. 147 in your readers. Here is a knight (Don Quixote his name is), and with him his squire. Do this knight and squire resemble your mental picture? (Discuss the amusing differences).

(b) Now you have shown me while we talked that you knew a good deal about knights, although they lived a long time ago. How did you come to know anything about them? Now this knight, Don Quixote, had done just what you have; he had read a great deal about the age of chivalry. You have probably read only one or two books—perhaps, "King Arthur and His Knights," perhaps "The Idylls of the King," and yet you could almost write a story of a knight yourself and talk like one too. It would go something like this, wouldn't it? "On the following morning as our knight and his squire were riding through the green forest, it chanced that they came upon a dark knight mounted on a great charger with a weeping damsel before him. 'Halt, Sir Knight,' cried Sir Valiant, 'I charge thee! By what cause doth yonder damsel weep?'" But Don Quixote had a whole library full of books about knights and poured over these books until he began to live himself entirely into the life of the books he read. I've done that kind of thing myself (you, as teacher, confess); I've played at being cast away on a desert island after reading "Swiss Family Robinson," and planned to myself just what I would live in and what I would use for household things. Have you ever done that sort of thing? Well it finally got so bad with Don Quixote that his neice and housekeeper burned his books; they were afraid that poor old Don Quixote would get into some serious mischief.

(c) This is only part of the story of Don Quixote that you are to read. You must know that he had already got himself knighted by an innkeeper. Do you remember how knighting was done in the age of chivalry? Is there anything curious about the sound of this tale to you? And he had already got himself a lady-love—the Lady Dulcinea who was really a peasant girl in the next village whom he had never seen. Is there anything curious about the sound of that tale to you? So you will see from what has already gone on that there is something rather amusing about this yarn of a would-be knight. The story in your reader is rather stiff reading but try to get the main notions. It tells of how Don Quixote acquired his squire and how he met with a great adventure. Does this part of the story carry on in the same amusing vein?

B. Silent Reading at Seats.

Second Oral Lesson: A discussion that will tend to fuller understanding and appreciation (literature) and prepare for oral reading. (I think it a pity to work through a selection too completely and thoroughly before beginning to read. The reading lesson, in that case, is likely to be very scant of interest.)

(a) Whom did Don Quixote persuade to go with him as his squire? Read the phrases Cervantes uses to describe him. (Watch for clear enunciation on the part of the pupil.) Does the artists' drawing fit? Why not? Whatever persuaded him to go? As it happened, however, he had more sense than the knight. Prove it to me. Could you have told from the story that Don Quixote had been reading quantities of books on chivalry even if I hadn't told you about his library? (Character of his fanciful adventures; the rewards offered Sancho Panza; the language of the knight.)

(b) Let us read the story: **1st paragraph.** (Watch for enunciation and phrasing particularly) B.B. solicited. (pronounce) Can you guess what this word means? (a proper reading activity: see Gates, Gray, etc., on the use of context clues). Find the semi-colon. That is your first main pause. The second half of the sentence might be represented like this:

Can you see any reason for this? (the three similarly conducted parts leading to the final result.) Study a moment. Read the first sentence.

2nd Sentence: inducements: (guess meaning) **allured**—tempted (pronounce both words.) Where is your first pause? Will you need any before this? Take a moment to decide where you will make them (inducements, itself, island.) Do you remember what a knight-errant's purpose in life was? Do you find anything here that is not in keeping with that ideal? Study the second half of the paragraph a moment.

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Read.

2nd paragraph: Can you find a part of a sentence we might diagram as the one above? Were Quixote's niece and housekeeper within reason in burning his library? Can you prove it from this sentence? Study. Read. What very unknighly procedure do we find him indulging in now? There is a part of this sentence set in and not quite so important as the main part of the sentence. Can you find it? Study. Read. Why should Don Quixote have thought a knapsack so important? Study and read the last sentence. (Watch that the proper idea is conveyed by due attention to use and case.)

D. At seats prepare for reading aloud to class as far as: "Who doubts of that?"

B.B. directions for study.

1st paragraph: (1) pronunciation of precedent; (2) watch pauses; (3) note "by unhorsing" connects with "mounted more honourably."

2nd paragraph: 2nd sentence—make your pause after "anybody." Up to that point the sentence might be diagrammed something like this: —S.P. () D.Q.— () stole—. The words indicated are the main framework of the sentence. More very unknighly procedure!

3rd paragraph: Rather large task on the part of S.P. Try to interpret his character reading.

4th paragraph: 2nd sentence—note important words: "Keep up" and "improve." Don't forget the rather high-sounding knighly language. Take plenty of time for your pauses; the sentences are long. Study the last sentence carefully. "So sudden and so unforeseen" goes with "accidents and revolutions;" the main idea is "so strange accidents and revolutions attend the profession of chivalry."

Remember that these two really have persuaded themselves that they will be conquering an "island the very next minute."

E. Third Oral Lesson: (a) reading of prepared parts. (b) Reading of the section, "as they were talking . . . against them all" as dialogue. (The main feature to give attention to here is the contrast between the two characters, the wildly imaginative knight and the honest, disturbed, but rather stupid Sancho. This is to be a bit of acting with books as though rehearsing a play.)

Preliminary discussion: I want you to read this division as dialogue. Now you can't act a part without trying to be the character you are reading or representing, and to be that character you must understand him. Read quietly through this section to determine whether there are any parts you do not fully understand, or words that need explanation or pronunciation. Decide now which character you would like to play and be ready to tell me what sort of character you are representing . . . Are we agreed as to the sort of people these are? Study a moment. Read.

The teacher then reads the remainder of the story aloud herself, after confessing that she has been preparing for this reading, and has tried to think about saying her words distinctly and making the ridiculous situation clear for the enjoyment of the class. This reading is, so that the appreciation of the story won't be missed because of some pupil's bungling handling of the choicest bit. Pupils also benefit by being presented a good model.

GRADE VI.

Nature Study—The Dragonfly

Here is a description written by one of the closest and most loving of nature-observers—Mary Webb. It is taken from Book III, Chapter V of "Precious Bane." The chapter is called "Dragon-flies."

"So the mere was three times ringed about, as if it had been three times put in a spell. First there was the ring of oaks and larches, willows, oller trees and beeches, solemn and strong, to keep the world out. Then there was the ring of rushes, sighing thinly, brittle and sparse, but enough, with their long trembling shadows, to keep the spells in."

"Then there was the ring of lilies, as I said, lying there as if Jesus, walking upon the water, had laid them down with his cool hands, afore he turned to the multitudes saying, 'Behold the lilies!' And as if they were not enough to shake your soul, there beneath every lily, white and green or pale gold, was her bright shadow, as it had been her angel. And through the long untroubled day the lilies and their angels looked one upon the other and were content."

There were plenty of dragon flies about, both big and little. There were the big blue ones that are so strong they will fly over top of the tallest tree, if you fritten them, and there were the tiny thin ones that seem almost too small to be called dragon flies at all. There were rich blue King-

fishers and those we called damsels, coloured and polished in the manner of luster ware. There were a good few with clear wings of no colour or of faint green, and a tuthree with a powdery look like you see on the leaves of 'rickluses. Some were tawny, like a fitchet cat, some were rusty, or coloured like the copper fruit-kettle. Jewels, they made you think of, precious gems such as be listed in the Bible. And the sound of their wings was loud in the air, sharp and whirring, when they had come to themselves after their agony. While in some mossy bit of clear ground between the trees, they'd sit about like so many cats round the hearth, very content in themselves, so you could almost think they were washing their faces and purring.

On a tall rush by the bank I found one just beginning to come out of its body, and I leaned near, pretty well holding my breath, to see the miracle. Already the skin over the bright, flaming eyes was as thin as glass, so that you could see them shining like coloured lamps. In a little, the old skin split and it got its head out. Then began the wrestling and the travail to get free, first its legs, then its shoulders and soft wrinkled wings. It was like a creature possessed, seeming to fall into a fit, times, and times, to be struck stiff as a corpse. Just afore the end, it stayed a long while still, as if it was wondering whether it durst get quite free in a world all new. Then it gave a great heave and a kind of bursting wrench and it was out. It clomb a little way further up the bulrush, very sleepy and tired, like a child after a long day at the fair, and fell into a doze, while its wings began to grow. 'Well,' I says, with a bit of a laugh, and summat near a kind of sob, 'well, you've done it! It's cost you summat, but you've won free. I'm in behopes you'll have a pleasant time. I suppose this be your Paradise, binna it?'

But of course it couldna make any sign, save to go on growing its wings as fast as might be. So there I stood, with my armful of wrathes, and there it clung, limp on the brown rush, in the golden light that had come upon the Sarn like a merciful healer."

Doesn't an extract like this stimulate you to all manner of questions? Couldn't you make this very fine description the starting point for a study of dragon-flies? (1) What is the purpose of this coming out of a skin? (2) At what stage in the dragon-fly's development does this skin-splitting take place? (3) Is there any difference between a dragon-fly and a damsel fly? (4) Are the colours described in these English Dragon-flies those of Canadian species?

Of course the late summer or early autumn is the time to watch adult dragon-flies, but, perhaps, if you are lucky you will discover the "Nymphs" in some near-by pond. (The Nymph is the creature that first comes out of the dragon-fly egg.) April and May are the best months for securing the Nymphs, in the bottoms of ponds or along the banks of reedy streams. An aquarium for a dragon-fly Nymph should have some sand in the bottom and some growing water-reeds in the sand. If you are going to follow the Nymph through all its stages of development till into final skin-splitting during the summer, you will need something projecting from the water for it to crawl out on. Feed the Nymph with other water insects or fresh meat. (Take this out of the water if it isn't eaten soon.)

How will you know a Nymph when you see it? It has six legs fastened to the fore part of the body which is itself thicker and shorter than that of the adult. The wings are very rudimentary, extending but half way down its back and encased in wing pads. The lower lip, however, is perhaps its most marked characteristic. "This is so large that it covers the lower part of the face like a mask, and when folded back reaches down between the front legs. It is in reality a grappling organ with hooks and spines for holding prey; it is hinged in such a manner that it can be thrust out far beyond the head to seize some insect, unsuspecting of danger."

If you can secure a Nymph, or watch one, you will be able to answer the first of the questions above and will see that the skin is split because the creature has reached that stage in its growth where the old skin has become too small. How many times does your Nymph change its skin?

Ques. (3) The dragon-fly is the larger fly and flies higher over the ponds, while the damsel-fly is more delicate looking and flits nearer to the surface of the water. When resting the dragon-fly spreads his wings;

"With level wings swinging
On green tasselled rushes
To dream in the sun." —Lowell

but the damsel flies fold their wings when resting and have more brilliantly-coloured bodies than do the dragon-flies.

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GRADE VII

Physiology and Hygiene—Lister

This is how I attempt, in my own unscientific way, to explain to myself what Lister did with his inauguration of antiseptic surgery. Suppose I cut myself with a sharp knife, not a deep cut, but a clear one, with neat edges. It bleeds freely for a moment; I pinch the edges of the cut together; they close tightly, and I tie a bandage around it. It is likely to heal without much trouble. But if I should give myself a jagged cut with a saw, shall we say, that doesn't go as deep as the knife cut, but takes off two or three bits of top skin, doesn't really bleed at all, and so, although it may feel a bit sore you don't bother with it, then you may be annoyed to find a day or so later that the little abrasions have begun to fester. Of course you will say at once that neither way is the proper method of looking after any break in the skin, and that is so, but I am just trying to make things clear to myself. Why should this sort of knife cut heal up more quickly and clearly than the rough saw cut? There are two or three explanations, it seems to me, some of which have bearing on our understanding of Lord Lister's contribution to surgery. In the first place your sharp knife is likely to be a clean one; there are no rough, rusty spots where microbes or germs may lodge. In the second place, suppose your knife had carried any tiny germs into the cut, the rather free bleeding would equally likely wash them right out. In the third place, the edges of such a cut fit again very neatly and leave very little broken surface exposed to the air where countless more microbes live, and the bandage prevents the edges of the cut from being frayed and thus exposing more unprotected flesh to the air. On the contrary, when I work with a saw, it is some aged one dug up from the basement or tool chest for this single bit of work. It is probably rusty; when I break the skin of my hand with it, it probably carries germs into the cut. The cut is not deep enough to bleed freely and so nature is not given an opportunity to wash it out. Finally there is a comparatively larger injured surface exposed to the tiny germs in the air. All this is to the point in understanding Lister's work in that it makes one realize the reason for suppuration of wounds, and the malignity of these little microbes in the air. If you are careful of a cut, you treat it with mercurichrome, iodine, a solution of carbolic or boracic acid, perhaps, and the reason

you do this is to kill the microbes that may have got into the cut, and we give cuts this treatment because of the famous surgeon, Lister's work.

Before Lister's time surgeons who attempted to cure by operation lost many of their cases because suppuration, blood-poisoning and gangrene set into the wounds and it was not until the time of Pasteur, who was but a few years older than Lister, that medical scientists learned that the air was full of microbes. Lister was the man who applied this discovery of Pasteur's to the art of surgery. He realized that when he made an incision, microbes from the instruments, from his hands, from the air might enter the blood through the cut and cause the wound to suppurate. His great care then was to kill the germ by the use of antiseptics. According to his own statement, the antiseptic system may be summed up as follows:

"In the course of an extended investigation into the nature of inflammation and the healthy and morbid conditions of the blood in relation to it, I arrived, several years ago, at the conclusion that the cause of the suppuration in wounds is decomposition, brought about by the influence of the atmosphere upon blood or serum retained in them, and in the case of contused wounds, upon portions of tissue destroyed by the violence of the injury

To prevent the occurrence of suppuration, with all its attendant risks, was an object manifestly desirable, but till lately apparently unattainable, since it seemed hopeless to attempt to exclude the oxygen, which was universally regarded as the agent by which putrefaction was effected. But when it had been shown by the researches of Pasteur that the septic property of the atmosphere depended, not on the oxygen or any gaseous constituent, but on minute organisms suspended in it, which owed their energy to their vitality, it occurred to me that decomposition in the injured part might be avoided without excluding the air, by applying as a dressing some material capable of destroying the life of the floating particles."

It was during Lister's term at the Glasgow Infirmary, 1860-1869 that he put his theories first into execution. His ward, it was discovered later was built upon a burial pit, and not very healthy atmosphere for surgical cases, but that wounds should suppurate had been regarded as normal, in any case, and in every large hospital gangrene and blood-poisoning were rife. Lister's work, as will be readily seen,

however, was carried on under more difficult conditions than ordinarily existed, and he found it "often heartbreaking, so as to make me sometimes feel it a questionable privilege to be connected with the institution." None the less he successfully fought this condition with his carbolic acid antiseptic treatment. "Each wounded limb was carefully swabbed out with carbolic-soaked lint held in a pair of forceps. And the bones having been set, it was covered in a dressing also soaked in pure carbolic acid. . . Afterwards Lister was to find that this was too powerful, and a weaker solution was accordingly used. . . But by the end of 1866 he had collected a list of cases, such as had never been seen before, of perfectly healed limbs, with the bones firmly united, in which there had been no atom of suppuration."

"The Outlook," February 17th, 1912—"It may be questioned whether any single individual has ever rendered a greater service to humanity than Lord Lister."

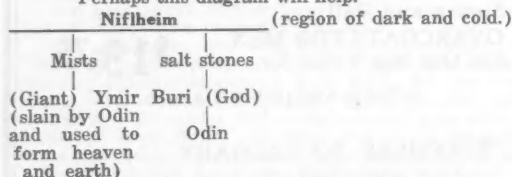
GRADE IX

Literature. "Balder Dead"—Matthew Arnold.

I. Study directions to the Grade IX pupil.

1. Through your notes familiarize yourself with the background of Norse Myth on which Arnold's tale is based.

Perhaps this diagram will help.



Muspelheim (region of light and flame.)

2. Diagram Asgard, Midgard, Home of the Frost Giants, Niflheim etc., it will help you to understand the thread of the tale.
3. Study that part of the story given in the notes, pg. 194-95, preceding the point where Matthew Arnold takes up the tale.
4. Read "Balder Dead" for the story first of all.

II. Oral discussion period to make certain that the story is clear.

III. Study directions to Grade IX pupil.

- A. All the while I read Matthew Arnold's "Balder Dead" I am reminded of another poem I read in High School — Homer's "Odyssey." Of course Matthew Arnold knew that poem very well, as well as all Greek Literature. Sir Henry Newbolt says that Matthew Arnold regarded Homer as his "Master," and that Arnold had the quality of "disenchanted classical fortitude." That means something like this, that Arnold, like the Greeks, believed in bearing circumstances without repining or wailing rather, indeed with fortitude or courage, although they would be well aware that these circumstances were cheerless, hard, and sorrowful.
- (a) It seems to me that Matthew Arnold gives these Norse Gods this Greek character.
 - (1) Read Odin's speech, pg. 63. Which part of the speech would you say showed this Greek fortitude most clearly?
 - (2) There is something of this feeling that all things must be endured, and endured with courage in L. 130 of Freya's speech.
 - (3) And look at the stoical (a Greek term) facing of facts in the line "Thou hast then all the so-lace death allows" pg. 98.
- B. There is another way in which Arnold resembles the classic (Greek and Roman) writers, according to Sir Henry Newbolt, and that is that he had the "classical sense of the tears of things." Newbolt is thinking of a line of Vergil when he writes that phrase: the line is "Sunt lacrimae rerum et mentem mortalic tangunt" (literally: There are tears of things, and

mortal sorrows touch the heart.) Wordsworth had this same sense for the "still sad music of humanity." Do you remember the Solitary Reaper's song "of old unhappy far off things"? Perhaps in "Balder Dead" you catch the music of sorrow best in the lines

'But earnestly I longed to hover near,
Not too far off, when that thou camest by,
To feel the presence of a brother God,
And hear the passage of a horse of Heaven,
For the last time; for here thou com'st no more.'

and at the close of the poem where Balder and Nanna depart into the mists of death and Hermod stood "gazing after them in tears."

- C. The actual form of the poem reminds me of Homer too. We used to be so pleased with Homer's trick of repeating lines and phrases, because having translated them once, they were easy to translate again. We all liked to come across the "rosy fingered dawn" again. Arnold does the same thing.

(1) The description "and shows its lighted windows to the main" is repeated.

(2) "Down to the margin of the roaring sea" (A very Greek phrase by the way: Homer liked to talk about the many sounding sea.)

Do you notice other phrases of the sort?

- D. There are many fine and dignified pictures in "Balder Dead."

(1) Description of Hoder's way along the seashore to the home of Freya, whose lighted windows looked to the sea.

(2) "Then he will journey through no lighted land" p. 153.

(3) 335-6-7 Description of the disappearance of Balder.

(4) Scene of the Gods gathering wood for Balder's funeral pyre.

Find other fine passages.

I find many good single lines.

(1) "But night came down and darkened Asgard street"

(2) "And Freya sealed her tired lids with sleep" (the quiet of it after sorrow)

(3) "The dim vapour—blotted light of stars"

(4) "Sparks flew from the deep trench she ploughed —so strong a God furrow'd it—and the waters gurgled in.

Select four or five lines that appeal to you.

- F. Don't miss the fine rhythmic quality of the lines: e.g. "Ride on! Pass free! but he by this is there." p. 476.

Listen to the music of the "falling close" (Ernest Raymond) of many a line—e.g. "Reddening the sea around; and all was dark."

and to the finality of such lines

"She spake, and on her face let fall her veil,

And bow'd her head, and sate with folded hands."

- G. Do you feel the funeral described to be a fitting one for such as Balder?

- H. Do you think Matthew Arnold had any other ideas in mind in speaking of another heaven, than that of the Norse Myth? Can you tell from Balder's remarks what he thought that "new heaven and new earth" would be like?

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The Alberta School Trustees' Magazine



OFFICIAL ORGAN ALBERTA SCHOOL TRUSTEES' ASSOCIATION
Published on the First of Each Month



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Second Vice-President.....H. C. Wingate, Cayley
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The A.S.T. Magazine

Editor: Mrs. A. H. Rogers, Fort Saskatchewan.

ADVISORY COMMITTEE: T. O. King, Dr. Staples, P. V. Burgard.

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Vol. 2

EDMONTON, MARCH, 1932

No. 1

It will be with the utmost concern that school trustees throughout Alberta will hear of the serious illness of Mr. T. O. King, President of the Association who underwent a major operation in the Galt Hospital, Lethbridge, on February 15th. Latest reports indicate that he is making satisfactory progress towards recovery.

NOTE

This issue contains the resolutions passed by the Annual Convention of the A.S.T.A. A number of resolutions were left over and were referred to the Executive for action. A report of these will appear in the next issue of the Magazine, which will also contain the balance of resolutions dealt with by the Convention, other than those which were passed.

* * * *

Unless you are a subscriber you will not receive another copy of the Magazine. If you are a subscriber and do not get your Magazine regularly, please notify us at once.

PRESIDENTIAL ADDRESS DELIVERED TO A.S.T.A. CONVENTION BY T. O. KING

Mr. Chairman, Ladies and Gentlemen:

First of all on behalf of the Executive and myself I wish to extend to you a hearty welcome. I am indeed delighted to see so many present and no doubt before afternoon there will be many more added to the number. It convinces me that you are interested in the work in spite of the adverse circumstances and conditions you have had to meet. When I find that trustees are willing to sacrifice their time and their means in attending to the duties of education in the Province it gives me courage to carry on. I feel we are bound to accomplish something in the long run.

There is no need for me to dwell on the disastrously hard times. I think we all feel it. As a previous speaker has said, if we had saved during the period of good times we would not be so badly off. If I had not had it in my mind to get rich quick I would have been fairly well fixed to tide over hard times, but like everyone else I thought good times would always last. And so I took a

chance with others. It has cost me a lot of money but has been rich in experience. I am quite sure I am going to be benefitted by it and when we take this turn "Just around the corner" where everything is going to be alright that experience will mean a lot to us. As to these times just around the corner I am not so sure about them. Our responsibility at the present time is greater than it has ever been in the history of the Province. I know of no time when it has been so hard to get the money to keep our schools functioning as it is at the present time although in some districts we have schools carrying on with a good balance. I was surprised when I heard of a school which is carrying a surplus of something like \$4,000 and another school with \$3,000, and this in districts where they have not had good crops in the past number of years as they are in the dry-belt areas. I have wondered how they have got that surplus but they have it and another school district is prepared to carry on for a time if they do not get a dollar in. Of course they are consolidated districts and I wonder if we should not have some more consolidated districts. One of them is at Retlaw and the other is near Manyberries. I was glad to hear that report as there are many schools throughout the province which are finding it very difficult to pay the teachers. I understand there are some teachers who have said that if they could get enough to pay their board and clothes they would rely on the trustees to pay them the balance when they could.

I believe the trustees have the confidence of the teachers and are going to keep the schools open. How disastrous it would be if we had to turn back in our educational work. We cannot afford to turn back and I do not believe there is any class of men anywhere more capable of meeting these conditions than are the trustees of this Province and I feel grateful for it.

I think education today is on the upward grade. I know we are making progress. We have more going through the eighth grade than ever before in the history of the province and we have more in the High schools which are a credit to the teach-

ers and passing from grade to grade better than ever before. A few years ago a number of girls and boys got discouraged before they got out of the eighth grade because our system was not functioning as it should have been. We did not have the co-operation of the parents as much as at the present time and many were kept out of school and consequently they began to slip and when they got to the seventh and eighth grade they were big boys and girls and got out. We cannot measure what retarding means in a school. Perhaps in a graded school you may be unfortunate in getting a poor teacher in the sixth grade, a teacher not able to put the work over as you would like to have it done. Perhaps you are not in a position to find out what that teacher is doing but of that grade 40 or 50 per cent fail. Some will make it in spite of everything, but what are the consequences? As a rule unless the child gets a strong teacher from then on he will slip and slip until he becomes discouraged and perhaps he will never get to High school. You cannot measure education in dollars and cents so let us try not to disrupt this delicate system we have by hiring cheap teachers.

We may perhaps have to curtail, and I think the Government will curtail, but I think they will find they can do it in some other department rather than that of education. We must give the children all the education possible, especially in times like these. It is something which nobody can take from them. Material goods will disappear over night but education will not and if we give them that they can compete with their fellow men. Let us put our hands to the plough, steadily looking forward with courage, with the thought in mind that in the end we will succeed.

**MINUTES OF THE ANNUAL CONVENTION
OF THE ALBERTA SCHOOL TRUSTEES'
ASSOCIATION HELD IN CALGARY
February 3rd, 4th and 5th, 1932
GENERAL SESSIONS**

The annual convention opened in Central United Church with almost three hundred registered delegates and over fifty visitors. T. O. King of Raymond, President, occupied the chair. Following "O Canada," led by Mr. J. P. Marsh of Medicine Hat whose good offices were called on again and again during the convention, Rev. J. E. Todd, pastor, pronounced the invocation.

In the unavoidable absence of Mayor Andrew Davison, Mr. Paterson extended a welcome on behalf of the City.

The report of the Secretary-Treasurer, Mrs. A. H. Rogers, Fort Saskatchewan, followed. This showed a balance on hand of \$3,400.11. Some of the delegates objected to such a large balance but when the President and several others pointed out that this had been accumulated over many years, and would now be available to keep the Association going when revenues would, of necessity, be reduced the majority of the delegates expressed approbation of the gratifying state of the treasury.

As Editor of the Trustees' Magazine, Mrs. Rogers reported that the number of subscriptions had been disappointing with the result that the Magazine had been a heavy drain on the general funds. A definite campaign for subscriptions must be made if the Magazine is to continue. Later in the Convention a resolution was passed, authoriz-

ing the Executive to continue the Magazine, making the best arrangements obtainable.

Mention was made of local Trustees' Associations, the latest one being in the Grande Prairie Inspectorate. Mr. Geo. Balmer of Clairmont, president, sent greetings to the General Convention. These reports were received on motion of Mrs. Rogers, seconded by Dr. Lovering.

Dr. Lovering was called to the chair and introduced Mr. King, who gave his presidential address which appears in this issue.

It was moved, seconded and carried, that two delegates be added to the standing Committee on Resolutions: Messrs. Strong, Garipey, Lunn and Mantz were nominated. It was moved, seconded and carried that the names be drawn. Hon. Perren Baker was asked to make the draw and Mr. Lunn and Mr. Strong were thereupon asked to join the Resolutions' Committee.

The Hon. Perren Baker, Minister of Education, addressed the Convention after which considerable discussion followed.

Fraternal greetings were received from Mr. J. W. Barnett, Sec. Alberta Teachers' Alliance and from Mr. Norman Clark of the Alberta Association of Municipal Districts.

The meeting adjourned.

Wednesday Afternoon Session.

The meeting opened with the singing of "The Maple Leaf." Dr. Lovering was in the chair.

Rev. Geo. A. Dickson, D.D. of Knox Church, whose voice is so familiar to Alberta radio-listeners, addressed the Convention on the subject, "The Little Red School." This address was received with enthusiasm and will appear in full in an early issue of this Magazine. At 3 o'clock the Convention adjourned to sections. The Rural Section spent the balance of the day on resolutions. The business of the other sections appears elsewhere.

The meeting adjourned.

Thursday Morning Session.

The meeting opened with "O Canada." Dr. Staples was in the chair.

Mr. T. O. King read the report of the Fire Insurance committee, which will be printed later.

Elections followed and results were:

President, T. O. King, Raymond; First Vice-President, Dr. J. E. Lovering, Lethbridge; Second Vice-President, H. C. Wingate, Cayley; Two at large, C. C. Reed, and Dr. C. A. Staples.

No fraternal delegates were present from Manitoba or Saskatchewan, but Mrs. T. A. Barnard, of Nanaimo, President of the B.C. School Trustees' Association brought greetings from that province in a charming and gracious manner. Mrs. C. B. Waagen, Acting Commissioner, Canadian Red Cross, Alberta Division, told what Red Cross has to offer the Children of Alberta and of the work carried on internationally.

A telegram was read from Hon. Perren Baker, Minister of Education, asking if the Trustees' Association could forego the usual Government Grant of \$300 for the coming year. Although it was pointed out that the funds of the Association would be greatly depleted this year, it was moved, seconded and carried that the Association relinquish the grant for this year. The mover expressed the hope that the money would go towards school grants.

Mr. Wingate announced that the pool rate figured out at \$11.75 and suggested that the office

pay the validation fee of .25 cents each and that the pool rate be set at \$12. This was put to a vote and accepted.

Resolutions followed until noon, when the meeting adjourned.

Thursday Afternoon Session.

The Thursday afternoon session was an innovation insofar as Trustees' Conventions are concerned. At 1 o'clock delegates boarded special street cars and were taken to the Normal School and Institute of Technology and Art. Dr. W. G. Carpenter welcomed the delegates and gave a brief address outlining the work of the Institute and telling the delegates what they might observe on their visit in the school.

The delegates were conducted about the shops and classes in groups, so that they might see the students at work in the various lines offered. They saw blacksmithing, battery servicing, wood-working, cement working, motor mechanics' classes, dispatching and electrical classes, dressmaking, millinery, cooking and art classes among others.

After this tour of the Institute the delegates reassembled in the Assembly Hall where Dr. Coffin addressed them briefly on the work of the Normal School.

Madam Ellis-Browne gave a demonstration of how music is taught to the Normal students and how they may carry this on in the rural schools. This was very interesting and enjoyable.

The delegates next adjourned to the gymnasium, where demonstrations in physical exercises, recreational and corrective, were shown with classes of children of varying ages. This was a very delightful and instructive period.

The meeting adjourned to meet the special street cars at 5 p.m.

Thursday Evening Session.

At 6.30 p.m. the delegates met in the Hudson's Bay dining room where the usual banquet was enjoyed. Mr. King, presided. Miss Helen H. Swanson of Calgary and Mr. J. P. Marsh, Medicine Hat, both medalists of the Alberta Musical Festivals, each delighted the audience with two numbers, accompanied by Captain Hinton.

Mr. L. W. Brockington, K.C. city Solicitor for Calgary was the after-dinner speaker. He chose for his subject "Humour" and interspersed his sparkling wit and dry humour with bits of sage advice. This address will appear in this Magazine later.

Friday Morning Session.

The Friday morning session was held in Sections. The Rural Section spent all morning on resolutions.

At 12 o'clock the meeting adjourned.

Friday Afternoon Session.

The Friday afternoon session opened with "O Canada." Mr. King was in the chair. With evident pride he displayed to the Convention the very fine gavel presented by Dr. Carpenter and made at the Institute of Technology. Mr. J. T. North brought greetings from the Parent-Teachers' Association. Dr. Kerby, Principal Mount Royal College then addressed the Convention on the topic "The Place of the Trustee in our School System." This address will be printed in this Magazine.

The full election returns from the sections were announced. Mr. B. F. Souch distributed copies of Mr. D. C. Bayne's address on "High School Fees,"

which had been given in the Urban Section.

Dr. Ross answered many questions from the Question Box.

Invitations for the 1933 Convention were received from Edmonton, Drumheller and Lethbridge. A vote of the delegates showed that Edmonton was the popular choice.

Dr. Ross was warmly thanked for his help and courtesy throughout the Convention. To this expression of appreciation Dr. Ross made fitting reply. Votes of thanks were also tendered the Secretary, Mrs. Rogers, Dr. Carpenter and Dr. Coffin and the Staff; and all those who had contributed to the program and to the success of the Convention.

The meeting closed with the National Anthem.
(Mrs. A. H.) Marion M. S. Rogers.

Meeting of the Catholic Members of the Alberta Trustees' Association

Held at the Palliser Hotel, February 3rd, 1932

The Calgary Separate School Board was host to the Catholic delegates in attendance at the Convention at a banquet in the Palliser Hotel on Wednesday, evening. C. J. Jones, Chairman of the Calgary Separate School Board, presided. The proceedings opened with the singing of "O Canada."

After the banquet C. J. Jones, Chairman, and Rev. Monseigneur Hetherington, Vicar-General of the Calgary Diocese, gave addresses, that of the Vicar-General will be printed later.

Others speaking briefly were P. V. Burgard; T. S. Magee; J. A. Maynard; Dr. L. O. Beauchemin, French Consul; C. E. Garipey; John Leahy; L. M. Cullen; J. P. Maughan, and C. W. Brinton.

The more important points made by the various speakers might be summarized under these headings:

The teacher's personality is of more importance than her academic attainments; character building is the main purpose of education; it is extremely difficult to form character without teaching religion.

The delegates elected P. V. Burgard, Calgary, as the city representative and A. Larue, Winterburn, as the rural representative on the Executive.

The meeting closed with the National Anthem.

Minutes of the Consolidated Section of the Alberta School Trustees' Association

The Consolidated Section was called to order February 3rd, at 2 p.m. and Mr. C. E. Haynes of Parkland was elected to the chair, and Mr. J. F. Johnson was chosen secretary.

A discussion took place on the question of shortening the school year as asked for in some of the resolutions and the meeting declared itself in favor of the school year remaining 200 days as at present.

Dr. J. T. Ross, Deputy Minister of Education was present during the discussion on tax collection. It was pointed out that where a district is desirous of collecting its own taxes they must make application to the Department of Municipal Affairs for authority to collect them.

The following resolution was passed:

RESOLVED that in Section 6 (d) of *The School Grants Act* the words "hire or" be inserted before the word "purchase" to read as follows: "To each Consolidated District which has

provided by hire or purchase an approved motor conveyance . . . school."

Mr. C. E. Haynes was re-elected to the Executive as representative of the Consolidated Section and Mr. W. J. Ellison was elected Secretary for the next Convention.

The meeting adjourned at 5 p.m.

—J. F. Johnson, Secretary.

Minutes of the Urban Section of the Alberta School Trustees' Association.

Afternoon Session, Wednesday Feb. 3rd, 1932.

Mr. B. F. Souch called the meeting to order and was duly elected as chairman and Miss Turner of Calgary as Secretary.

Mr. A. J. Watson of Lethbridge read a paper on the subject of "The High School Curriculum" and in conclusion recommended that;

If a five-year high school be not established, the content of the individual units be reduced, and that the number of units for entrance to any University be not more than eight.

Five-year course with seven units as the maximum in each and sufficient options in each to meet all requirements.

Mr. T. E. A. Stanley of Calgary followed on the same subject but from a different angle. Both these addresses and the discussion following will appear in an early issue of this Magazine.

Dr. A. M. Scott, Calgary, read an excellent paper on Physical Education showing how this activity has developed by leaps and bounds (no pun intended) throughout European countries. This address will appear in a later issue. This paper was intended to open the question of Physical Education as a High School Unit for discussion.

Dr. Lovering introduced a motion which, after much discussion, was laid over till next day.

The meeting adjourned.

Friday Morning Session

The election of representatives on the Executive resulted as follows: Edmonton, S. A. G. Barnes; Calgary, F. E. Spooner; other cities, B. F. Souch, Medicine Hat; towns, Mrs. E. Morton, Vegreville; villages, Mrs. W. O. York, Provost.

Mr. D. C. Bayne, Calgary, read a paper on "High School Fees" wherein he showed the magnitude of this problem. This paper will appear in an early issue of the Magazine, along with the discussion following.

The following resolution was passed unanimously:

"RESOLVED that the Legislature be requested to provide in *The School Act* power to School Boards to charge fees commensurate with the cost of instruction given to children from outside districts."

Mr. Barnes suggested that this resolution go to the Rural Section but as several objected the suggestion was dropped.

Mr. J. W. Barnett, Secretary Alberta Teachers' Alliance, was present and invited any who wished to do so, to contribute to *The A.T.A. Magazine*.

Dr. Lovering's resolution of the previous day was again brought before the meeting and a prolonged discussion followed. The resolution follows:

WHEREAS the Senior Matriculation Course in

High School comprises thirty units; and WHEREAS it is recognized that this course cannot be successfully covered by the ordinary student in four years; and

WHEREAS the present overcrowding of the course and especially the fourth year unduly overburdens the students without resulting in a definite mastery of the subjects taken; and

WHEREAS the majority of students already require five years for the full course; and

WHEREAS the University faculties in demanding nine units from Senior Matriculants have virtually forced a five-year course upon the students; BE IT RESOLVED that the urban section of the Alta. School Trustees' Assoc. strongly recommends to the Department of Education that the High School curriculum be reorganized on a five-year basis, with what minor adjustments the Department may deem necessary, but without appreciably adding to the present course.

Much support was given to this resolution. Mr. Watson said about 20 per cent. of the students cover the course without much trouble in four years; 80 per cent. can not. Dr. Lovering thought too much material was taught, particularly in Grade XII. Mrs. York (Provost) said she could not see how the bright student could take the work in four years if it were organized on a five-year plan and she felt these clever or exceedingly industrious children should be encouraged and not held back. Mrs. Morton (Vegreville) said many parents who might be able to send their children to school for four years would not feel able to attempt a five-year course, especially where there is a large family. Mr. Casselman said many parents are paying for a five-year course now. Miss Turner supported the five-year course largely for the fact that she believed it would minimize the amount of homework required. Mrs. Ferris also supported the five-year plan.

The resolution was carried with only a few voting against it.

The following resolution was moved by Mr. H. P. Long, Vermilion, seconded by Mrs. E. Morton, Vegreville:

WHEREAS our secondary education is a development in our educational system that presents a serious problem and one placing a heavy burden on ratepayers undertaking as a matter of necessity provision for higher education; and

WHEREAS the system as at present in effect leaves it a matter largely to the few to carry the burden of secondary education while the many profit; and

WHEREAS in order to meet present day requirements, a re-adjustment is absolutely essential;

BE IT THEREFORE RESOLVED that this Convention approve the following declaration:

That the Government allocate to centres possessing high school facilities certain areas to be designated as High School Districts, these areas to be large so as to make the incidence of taxation as light as possible.

—Vermilion Inspectorate Trustees' Association.

Speaking to the resolution Mr. Long said he thought this was the only solution of the difficulties of existing High Schools. In this he was supported by Mr. Casselman. The delegate from Rural High School No. 1 staunchly defended the rural high school plan, the cost being about \$5.00

per quarter section. Another delegate pointed out that there is provision in the Act now for enlarging the district. The resolution was *carried*.

The meeting adjourned.

A. M. TURNER, *Secretary*.

RESOLUTIONS PASSED AT THE 1932 CONVENTION

1. BELIEVING that the benefits warrant the expenditure, the Executive of this Association recommends that the Magazine be continued under the most advantageous terms available and that this Convention authorize the Executive to enter into a contract to this effect.

This resolution was presented along with the editor's report and laid over for discussion. The secretary's figures showed that to date the Magazine had cost the Association approximately \$350 more than the cost of publishing an annual report in book form. Some thought the book form more convenient for reference and for filing while others pointed out that the Magazine was a means of getting educational information from month to month. Dr. Staples stated that this was a means of harmonizing the relationship between teachers and trustees and that the experiment had not been tried long enough to know its value. Mr. Reed, speaking to the question said in part, "There is one point that has not been brought out. We have an organized body in this Province known as the A.T.A. with which some of you trustees are intimately acquainted. I want to say that organization represents the greatest body of brain power in the Province of Alberta. They are organized. They are in one sense of the word a labor union and they have the brains and seem to have the money to get what they want. I want to know what these ladies and gentlemen are doing. If I know what they are thinking about I am in a position to meet them and combat them on their own terms. If you will support this magazine there will be no deficit. Every school trustee should have a copy of this magazine. It is little enough for your district to supply you with it. Take the magazine and read it. Get the teachers' ideas of things, get the trustees' ideas of things and find out what is going on." Several other delegates spoke in favor of continuing the Magazine. The resolution was put to the meeting and *carried* with one vote against.

2. WHEREAS the Provincial Irrigation Act now permits the sale of land to recover arrears of Irrigation Taxes and thereby cancels all other taxes such as School Taxes and Local Improvement;

THEREFORE BE IT RESOLVED that the Trustees' Convention go on record as being opposed to this and ask that legislation be enacted to allow land sold by Irrigation Districts to be responsible still for payment of School or Improvement Taxes.

—Barnwell Cons. S.D. No. 15.

This resolution had been passed at previous Conventions but no action has been taken and the District wished the matter to be brought up again. The resolution was *carried* without further discussion.

3. WHEREAS Crown lands held by homestead and pre-emption entry revert to the Crown

with large amounts of school taxes in arrears which thereby are cancelled and cause a loss to the district; and

WHEREAS patented lands revert to the Crown with school taxes owing and are held by the Government for higher prices, and thereby delay the payment of taxes and thus cause hardship to the school district;

THEREFORE BE IT RESOLVED that this Convention petition the Government to sell all lands to the highest bidder and thus enable the district to levy taxes on these lands and make them useful to the school district and vicinity.

—Maple Tree S.D. No. 3592.

—Knoblich S.D. No. 3491.

Several delegates supported this resolution as their districts were suffering because of lands being held by the Government for a reserve price, which they claimed in many cases to be more than the land is worth. The resolution was *carried*.

4. WHEREAS at the present time the Municipal Districts are required to send the requisition payment to the school districts at the end of March, June, September and December; and WHEREAS the June payment is received a few days after the school is closed for the summer holidays and the December payment is received in the month of January in the following year;

THEREFORE BE IT RESOLVED that the Alberta School Trustees' Association ask the Government to set the date for sending these payments to the school districts as March 15th, June 15th, September 15th, and December 15th.

—Egg Lake S.D. No. 429.

—Moose Hill S.D. No. 2727.

Several delegates stated that they had had no difficulty in obtaining the requisition whenever required but others claimed they had been put to considerable inconvenience especially in June and December when the teachers are going on holidays and need their money. The resolution was *carried*.

5. WHEREAS the ratepayers of the school district provide the money to pay the teacher and in the main are the parents of the children taught by the teacher;

THEREFORE BE IT RESOLVED that Section 51, Clause (f) of *The School Act* be amended to provide that the full inspector's report regarding the qualifications and work of the teacher should be read at the annual meeting without any special resolution to that effect being necessary.

—Berrywater S.D. No. 1968.

—Woody Nook S.D. No. 2454.

This resolution received very strong support, the speakers taking the ground that the content of the inspector's report is the business of every parent and ratepayer. The resolution was *carried*.

6. WHEREAS since the municipalities have now the collection of school taxes and the amount of bookkeeping in the rural schools is thereby reduced so that the auditing thereof requires only a short time;

THEREFORE BE IT RESOLVED that the amount of the auditor's fees for rural schools be reduced.

This resolution was moved, seconded and *carried* without discussion.

7. WHEREAS there is at the present time great difficulty in operating our schools;

THEREFORE BE IT RESOLVED that no rural district be responsible for the actual teaching or the payment of tuition fees for its high school pupils for more than a period of three years, this being sufficient time to cover the twenty-five units required for Grades IX, X and XI.

—*Tankerton S.D. No. 3727.*

Delegates supporting this resolution felt that a fair chance was given the children under the terms of the resolution and if pupils required more time it was not the duty of the district to provide the fees. During the discussion two questions of importance came up (a) if a non-resident is sending his children to a high school in which district he is paying taxes, is there anything in the Act which prevents the high school district collecting tuition fees from the district in which the man lives? No. (b) If a farmer rents a house in town for the purpose of sending his children to high school can fees be charged to the district in which he farms? The chairman answered that a test case of this kind had been made and the ruling was that the man's "residence" was the place to which he went back to make a living so that the man's "residence" would be his farm and his district would be liable for fees provided the work was not taught in that school. The question was also raised as to whether a school board could charge high school fees above the amount set out in *The School Act*. In many places this is done by arrangement with the parent to pay whatever amount is charged in excess of the \$30 from the district, but it is purely a local arrangement and not provided for in the Act. The resolution was *carried*.

8. RESOLVED that this Convention ask the Department of Education to add an elementary course in bookkeeping in Grades VII and VIII.

—*Ingleview S.D. No. 2090.*

The delegate supporting this resolution stated that a great many rural pupils never go beyond Grade VIII and that there is only a very small per cent. of the farmers who can keep a set of books that an auditor can understand. He felt that bookkeeping was of far more value to the average boy than some of what he is offered on the school course. Mr. McNally was present and reminded the delegates that it would take some little time to put on such a course as the teachers for the most part are not prepared to teach it. The resolution was put to a vote and *carried*.

9. (a) RESOLVED that either teacher or school board may terminate the agreement by giving thirty days' notice and that no other formalities be required.

—*Big Fish Lake S.D. No. 1494.*

—*Cardston S.D. No. 457.*

This resolution was taken as covering the following resolutions also:

(b) RESOLVED that paragraphs (a) and (b) of Section 157 of *The School Act* be amended so as to provide that a teacher or board may serve notice of his or its intention

to terminate the agreement either in June or December on the part of the Board; and in June, July or December on the part of the teacher.

—*Good Hope S.D. No. 660.*

(c) RESOLVED that Section 157 of *The School Act* be amended to provide that the conditions regarding the period during which notice of termination of contract can be given, be the same for both parties.

—*Berrywater S.D. No. 1968.*

As considerable discussion had taken place on this question of termination of contracts from time to time the delegates declared themselves ready to vote and the resolution calling for thirty days' notice with no other formalities required *carried* by a large majority.

10. The following resolutions were all discussed together:

(a) RESOLVED that the minimum salary of rural teachers be reduced and same recognized by the Department of Education.

—*Windermere S.D. No. 2698.*

(b) RESOLVED that the Department of Education be asked to lower the minimum salary for rural teachers from \$840 to \$720 per year.

—*Willow Prairie S.D. No. 2284.*

(c) RESOLVED that salaries be reduced from a minimum of \$840 to \$680.

(d) RESOLVED that Section 161 of *The School Act*, ss. (2), be made to read \$600, instead of \$840.

—*White Mud S.D. No. 2407.*

(e) RESOLVED that all contracts made between the Board of Trustees of rural schools and their teachers be accepted by the Department of Education regardless of the salary named therein.

—*Gumbo S.D. No. 1646, Woolchester S.D. No. 703, Maple Tree S.D. No. 3592, Adams S.D. No. 890, New Hilda S.D. No. 4198,*

During the discussion of this resolution a great deal of time was taken up re the advisability of the Inspector being authorized to advise the Minister as to what salary a district is able to pay. Many districts said they had been allowed to pay less than the minimum while others said they had tried to do so but could not get the Inspector to report favorably on it. In this connection Dr. Ross stated that the attitude of the Government was that if the board wishes to lower the salary in the one-room rural school below the minimum of \$840 they can appeal to the Inspector of the school, and he has to go to that district and investigate the conditions there and has to report to the Minister whether or not the payment of \$840 would work a hardship on the ratepayers, and if he reports it will not work a hardship, the Minister can not approve the agreement for a less sum than \$840 per year. In any case where the Minister receives a different report he will not withhold his approval. A good many trustees resented the Inspector having anything to do with this matter. Several trustees expressed regret that the subject of reducing salaries need come up at all but knew this to be unavoidable in some dis-

tricts and said further that when salaries are lowered the price of board should also be lowered.

No. 10 (e) was taken to cover (a), (b), (c), and (d) and put to a vote and *carried* by a large majority.

11. WHEREAS under the present system of determining the taxable volume of land values an unjust and illogical policy has been established and in force for several years in that a feeble attempt has been made to place in effect a portion of the "Henry George" theory of single tax, which is a tax on land values only, thus exempting all buildings from taxation; and

WHEREAS this policy promotes an unjust discrimination against rural values in that much the larger portion of the value is in the land and not in the buildings and improvements thereon; and

WHEREAS urban values are largely in the buildings erected on the land, thus causing rural values to carry an unjust share of the supplementary tax now levied for general Provincial purposes; and

WHEREAS the Advisory Committee on Taxation in the report made in 1928 in the month of February, on page 72 thereof, recommended that this be repealed;

THEREFORE BE IT RESOLVED that we go on record as demanding the repeal of this Act.

—Eureka S.D. No. 717.

Mr. Reed who had introduced this resolution on other occasions again spoke heatedly in its support. A delegate pointed out that the Supplementary Revenue tax had nothing to do with the schools and he considered the resolution out of order. However, it was put to a vote and the resolution *carried*.

12. The following was the redraft of a resolution from Cardston and Farm Hill School Districts:

RESOLVED that the interpretation of "elector" in *The School Act*, 1931 be changed to read "occupant, owner, or payer of a poll tax" instead of "person:"

AND FURTHER BE IT RESOLVED that "owner or occupant" shall be deemed to include husband, wife, parents and sons and daughters of the full age of twenty-one years who are in actual residence on the property in question.

This seemed to be very fair in the minds of the delegates and the resolution was *carried*.

13. WHEREAS in the past pupils in some schools, writing examinations in Grade XI have been forced by Departmental regulations to go to other schools than those in which they have studied to write these examinations, thus causing considerable expense and inconvenience (in some cases pupils have missed writing altogether);

THEREFORE BE IT RESOLVED that the Trustees' Association in Convention assembled recommend to the Minister of Education that pupils be permitted to write all examinations, including supplementary examinations in the schools in which they have studied.

—Rowley S.D. No. 2680.

Resolution *carried* without discussion.

14. WHEREAS the School Trustees of the Province of Alberta are not in favor of the system of high school examinations held in June, 1931, and do not consider the system fair to either pupils or teachers;

THEREFORE BE IT RESOLVED that the Minister of Education be requested to re-establish the original system of Departmental examinations, and at such fees that the same shall not exceed the actual cost of the examinations.

—Crow's Nest Pass Trustees' Association.

Dr. Ross stated that the examination fees do not produce as much as the examinations cost the Government. Mr. Reed in his usual fiery style denounced written examinations as a means of measuring the standing of pupils. Mr. Chappell felt the system of having the teacher pass on his own work most unfair to himself and to the children. The resolution was *carried*.

15. WHEREAS *The School Act* provides that a school district is liable for payment of high school fees for their pupils attending high school in another district, to be collected by the school board of the district where these children are attending; and

WHEREAS this frequently gives rise to hard feelings and disagreements;

THEREFORE BE IT RESOLVED that these high school fees be paid by the Department of Education out of the grants earned by the school districts which are liable for these fees and thus prevent any friction whatsoever.

—New Hilda S.D. No. 1496.

This resolution was heartily supported by those districts which are having difficulty in collecting high school fees, and no one spoke in opposition. The resolution was *carried*.

16. INASMUCH as the Parliament of Canada at the last session passed an Act providing for an annual grant to the Provinces of Canada of \$750,000.00 to supplement expenditures on vocational and technical education; and

WHEREAS an Order-in-Council has been issued suspending the operation of the above-mentioned Act and payment of the above-mentioned grant to the Provinces and notwithstanding our appreciation of the difficult financial conditions prevailing at the present time;

BE IT RESOLVED that the School Trustees' Association of the Province of Alberta now assembled in Annual Convention at Calgary, Alberta, protest vehemently against the above-mentioned Order-in-Council being continued in effect, and urgently importune the Prime Minister and the members of the Government of Canada to take action immediately to rescind the above-mentioned Order-in-Council and implement the provisions of the above-mentioned Act by paying the grant to the Provinces;

AND BE IT FURTHER RESOLVED that a copy of this resolution be forwarded to:

- (a) The Prime Minister of Canada.
- (b) Members of the Dominion Cabinet.
- (c) Members of the Dominion Parliament representing the constituencies of Alberta. The Premiers of each of the Provinces:

AND BE IT FURTHER RESOLVED that the Secretary-Treasurer be instructed to forward with the copy of the resolution a suitable covering letter to each of the above embodying the substance of the debate.

Mr. Barnes said: "It is well known to you all that we had for a period of years a grant from the Dominion Government in aid of Technical and Vocational education in all the Provinces in the Dominion, but it was not renewed under the King administration. The present Prime Minister opposed the discontinuance of this and said he would renew this grant if he were elected and he did have an act passed at the last session although it received opposition, to pay \$750,000 to the Provinces of the Dominion under certain restrictions. We are suffering today from the lack of that grant, particularly such cities as Calgary, Edmonton, Lethbridge and Medicine Hat, and in fact all high schools would like to put in some vocational education. We all are asking for it and desire it and yet no matter how we desire it the children are not getting it. What are we to do? We ask these councillors who simply pass an Order-in-Council it is not to be put into effect until these times pass by? We protest against the lack of the putting of this Act in force and ask that it be put into force immediately. If education is to suffer in this depression, what about the next generation? Education is the last thing which should suffer and this resolution insists the Dominion Government put that Act into force."

Resolution put to vote and *carried*.

17. WHEREAS many of the text books are printed in too small type and thereby cause unnecessary strain on the pupils' eyes;

THEREFORE BE IT RESOLVED that the Department of Education be asked to require that all text books be printed in an average large type to be fixed by them.

—*New Hilda S.D. No. 4196.*

—*Knoblich S.D. No. 3491.*

This resolution was *carried*.

18. WHEREAS the University of Alberta broadcast their programs over the radio stations at Edmonton and Red Deer; and

WHEREAS reception to those living in Southern Alberta is very poor;

THEREFORE BE IT RESOLVED that the University of Alberta be requested to cease using Red Deer and confine themselves to Edmonton and Calgary, so that everybody in Alberta can hear.

Carried.

In Consolidated Section

19. RESOLVED that in Section 6 (d) of *The School Grants Act*, the word "hire" be inserted before the word "purchase" to read as follows: "To each consolidated district which has provided by hire or purchase an approved motor conveyance . . . school."

carried.

In Urban Sections

20. RESOLVED that the Legislature be requested to provide in *The School Act* power to school boards to charge fees commensurate with the cost of instruction given to children from outside districts.

carried.

21. WHEREAS the Senior Matriculation Course in the High School comprises thirty units;

and

WHEREAS it is recognized that this course cannot be successfully covered by the ordinary student in four years; and

WHEREAS the present over-crowding of the course and especially the fourth year unduly overburdens the students without resulting in a definite mastery of the subjects taken; and WHEREAS the majority of students already require five years for the full course; and WHEREAS the University faculties in demanding nine units from Senior Matriculants have virtually forced a five-year course upon the students;

BE IT RESOLVED that the urban section of the A.S.T.A. strongly recommends to the Department of Education that the High Schools curriculum be reorganized on a five-year basis, with what minor adjustments the Department may deem necessary, but without appreciably adding to the present course.

carried.

22. WHEREAS our secondary education is a development in our educational system that presents a serious problem and one placing a heavy burden on ratepayers undertaking as a matter of necessity provision for higher education; and

WHEREAS the system as at present in effect leaves it a matter largely to the few to carry the burden of secondary education while the many profit; and

WHEREAS in order to meet present day requirements, a re-adjustment is absolutely essential;

BE IT THEREFORE RESOLVED that this Convention approve the following declaration:

THAT THE GOVERNMENT allocate to centres possessing high school facilities certain areas to be designated as High School Districts, these areas to be large so as to make the incidence of taxation as light as possible.

carried.

23. WHEREAS city school districts in the Province of Alberta hold their election of trustees in the months of November and December; and WHEREAS rural and village districts hold their election of school trustees not later than the twentieth day of January, yearly, in accordance with *The School Act, 1931*; and

WHEREAS town school districts are compelled to hold their election of trustees on the second Monday in February, in accordance with the provisions of *The Town Act*; and

WHEREAS this late date for the town elections necessitates a new board of trustees taking over their duties almost in the middle of a school term, and does not give town trustees the same advantage of planning for the year as city, village and rural trustees;

THEREFORE BE IT RESOLVED that this Association go on record as in favor of amendments to *The Town Act* and *The School Act* which will enable town school trustees to be elected not later than the twentieth day of January, yearly, thereby conforming to the date of all other elections in the Province, except city elections.

—*Executive Committee.*

carried.

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1928	986,718	158,322	182,000	14,714	2,200,000
1929	906,000	272,401	270,000	44,702	2,144,000
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